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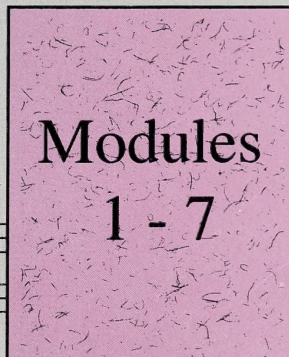
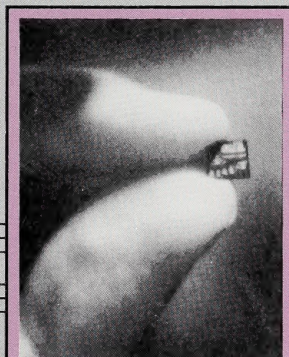
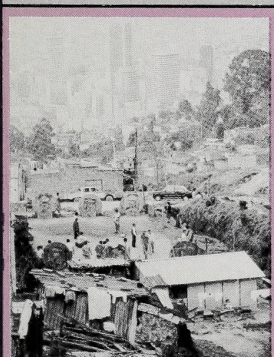
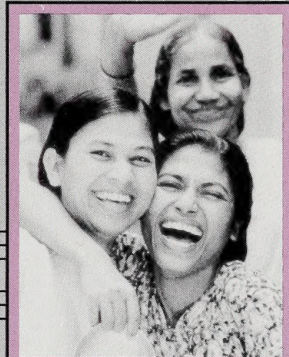
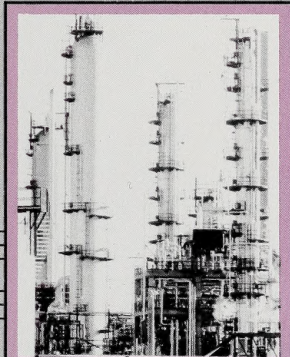
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Journal Studies 23

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Learning Facilitator's Manual



**Distance
Learning**

Alberta
EDUCATION

Social Studies 23

Modules 1 – 7

LEARNING FACILITATOR'S MANUAL



**Distance
Learning**

Alberta
EDUCATION

Note

This Social Studies 23 Learning Facilitator's Manual contains answers to teacher-assessed assignments and the final test; therefore, it should be kept secure by the teacher. Students should not have access to these assignments or the final test until they are assigned in a supervised situation. The answers should be stored securely by the teacher at all times.

Social Studies 23
Learning Facilitator's Manual
Modules 1 – 7
Alberta Distance Learning Centre
ISBN No. 0-7741-0420-1

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Teachers

Register with the Alberta Distance Learning Centre

The Alberta Distance Learning Centre is dedicated to upgrading and continually improving your learning facilitator's manual so that it accurately reflects any necessary revisions we have had to make in the student module booklets or the assignment booklets. The types of revisions that will be made are those that make the course more accurate, current, or more effective.

The ADLC will send you the latest enhancements and upgrades for your learning facilitator's manual if you return the following registration card to: Alberta Distance Learning Centre, Box 4000, Barrhead, Alberta, T0G 2P0, Attention: Design Department.

ADLC Learning Facilitator's Manual Registration Card

First Name

Surname

School Name

School Phone Number

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City

Postal Code

Course Title


Approximate Date of Purchase



You can help ensure that distance learning courseware is of top quality by letting us know of areas that need to be adjusted. Call the Alberta Distance Learning Centre free of charge by using the RITE line and ask for the Editing Unit. Also, a teacher questionnaire has been included at the back of most learning facilitator's manuals. Please take a moment to fill this out.

We're looking forward to hearing from you!





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Introduction

A survey of these course materials will confirm that this new learning package has been specially designed for many kinds of teachers working in a variety of situations.

Which Category Do You Fit?

☐ Small Schools Teacher

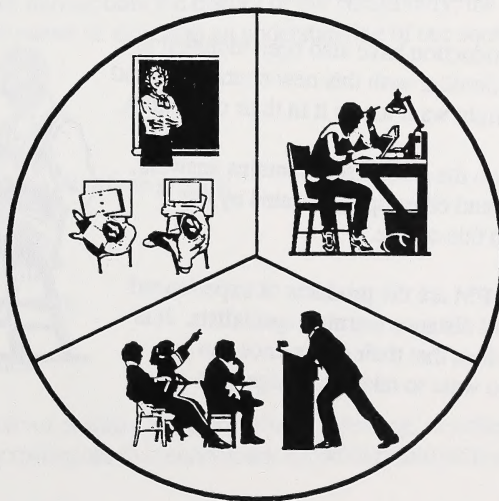
- ☐ inexperienced
- ☐ experienced, but in other subject areas
- ☐ experienced in teaching Social Studies, but wanting to try a different approach

☐ Distance Learning Teacher

- ☐ travelling to schools within the jurisdiction
- ☐ using facsimile and teleconferences to teach students within the area

☐ Larger Schools Teacher

- ☐ inexperienced
- ☐ experienced in teaching Social Studies, but wanting to try a different approach



Because these materials have been created by experienced classroom teachers and distance learning specialists, they have many advantages for students and teachers regardless of their situations.

Advantages for Students

- incorporates a strong learner-centred philosophy
- promotes such qualities in the learner as autonomy, independence, and flexibility
- is developed through media which suit the needs and circumstances of the learner
- reflects the experiential background of Alberta students
- opens up opportunities by overcoming barriers that result from geographical location
- promotes individualized learning, allowing learners to work at their own pace

Advantages for Teachers

- allows teachers maximum teaching time and minimizes preparation time
- includes different routes through the materials to suit different learners
- incorporates a wide range of teaching strategies, in particular those using independent and individual learning
- delivers curriculum designed by education specialists that reflects the Alberta Education Program of Studies with an emphasis on Canadian content
- provides learning materials which are upwardly compatible with advanced educational technology

Does it sound like something you could use?

The student materials are not the only components designed for independent, guided instruction; so is this Learning Facilitator's Manual. It begins with an overview of the current Alberta Education Program of Studies for Social Studies. This summary is included for inexperienced teachers or those teachers who have found themselves teaching Social Studies when their training is in other subject areas. This brief summary is not meant to replace the Alberta Education Program of Studies, but rather to help teachers confirm the highlights of the program.

Other parts of this introduction have also been included to help teachers become familiar with this new courseware and determine how they might want to use it in their classroom.

Beyond the introduction the guide itself contains answers, models, explanations, and other tips generated by the teachers who authored this course.

The courseware and LFM are the products of experienced classroom teachers and distance learning specialists. It is the hope of these teachers that their experience can be shared with those who want to take advantage of it.



Overview of the Program of Studies

Rationale and Philosophy

"The aim of education is to develop the knowledge, the skills, and the positive attitudes of individuals, so that they will be self-confident, capable and committed to setting goals, making informed choices, and acting in ways that will improve their own lives and the life of the community."

Secondary Education in Alberta (June 1985)

Social Studies assists students to acquire the basic knowledge, skills, and positive attitudes needed to be responsible citizens and contributing members of society. The content of Social Studies draws upon story, geography, economics, other social sciences, the behavioural sciences, and humanities. The content serves as the context in which important skills and attitudes are developed.

- Students will need to be practised at using a variety of skills and strategies.
- Students will need to be able to acquire knowledge, to interpret and communicate information, and to solve problems and make decisions.

Goals and Objectives

Ultimate Goal: Responsible Citizenship

Basic Goal: Development of Critical Thinking

The responsible citizen uses the knowledge, skills, and attitudes acquired in the school, the family, and the community.

Knowledge Objectives

These objectives take into account the history of our community, the nature of democratic society, an understanding of the nature of man, and an understanding of our social, political, technological, and economic environment.

Skills Objective

These skills are grouped into three groups:

- process skills
- participation skills
- communication skills

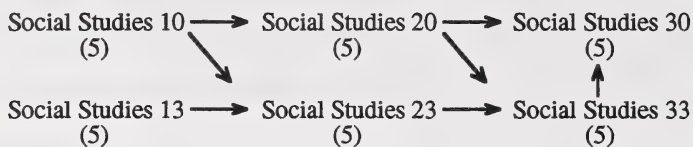
Attitude Objectives

These attitude objectives describe a way of thinking, feeling, or acting and are developed through a variety of learning experiences that encompass knowledge and skill objectives.

Recommended Transfer Points

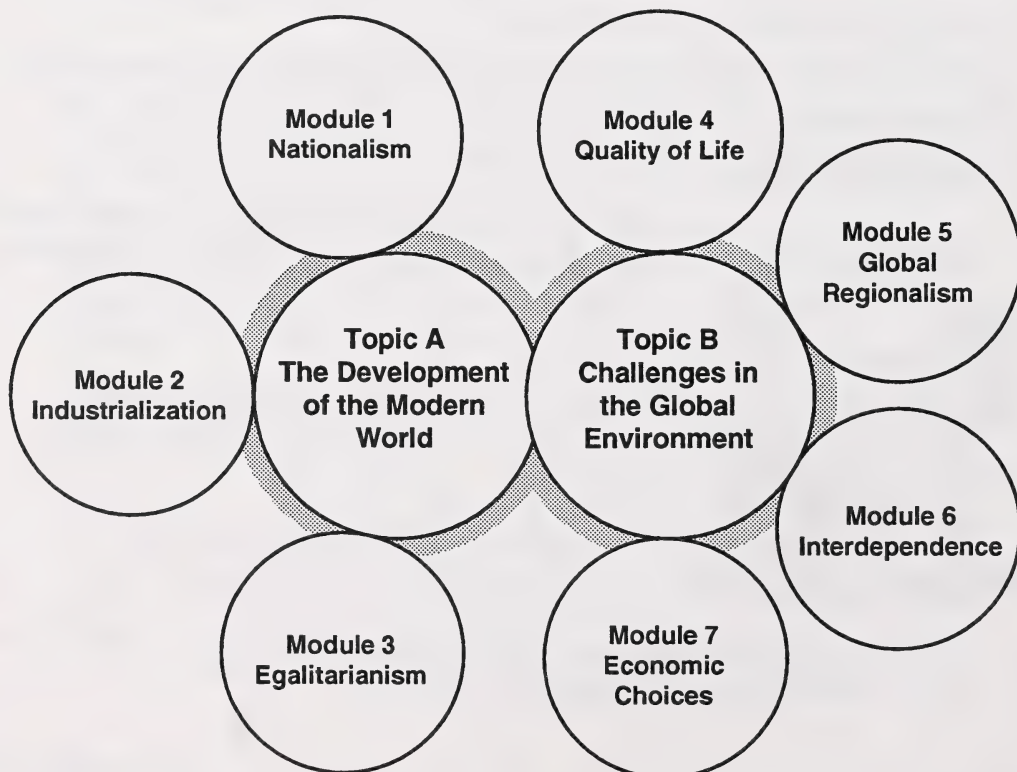
Provincially developed programs are being designed to accommodate transfer between course sequences at particular points. The following transfer points are recommended by Alberta Education. Special circumstances may warrant student transfer at other points in the curriculum.

The Social Studies 10 – 20 – 30 program is the academic series leading to university entrance. The Social Studies 13 – 23 – 33 program is the vocational series leading to technical institute entrance. The complete high school Social Studies program is illustrated here along with recommended transfer points. The number in brackets indicates credits.



Overview of Social Studies 23: The Growth of the Global Perspective

There are two major topics to be studied in Social Studies 23. One looks at the roots of modern industrial society. Particularly it investigates developments in Europe in the past two centuries that have led to the world we have now. The second topic is a study of certain conditions on a global basis. In the main these are factors that determine quality of life globally and the means by which improvements may be achieved. This is the connections of the topics to the modules of the course:



Topic A – The Development of the Modern World

Important changes in European society have helped to shape the modern world. In this topic, students will examine three historical themes in European society: the shift from a local outlook to a more national outlook; the shift from a rural/agrarian way of life to an urban/industrial way of life; and the shift from a hierarchical society to a more egalitarian society. The object of this study is to provide students with an understanding of the impact new ideas and changes have had and continue to have on society. The content utilizes examples from the French Revolution, through the age of industrialization, and through 19th century imperialism. It also considers contemporary examples.

Topic B – Challenges in the Global Environment

Differing viewpoints on quality of life exist in today's world. In this topic, students will examine how global imbalances, environmental factors, and differing perspectives influence quality of life in an interdependent global community. To improve quality of life, one must consider possible alternatives as well as the impact of these changes. Change and growth do not always bring improvement in quality of life. The object of this study is for students to recognize the diversity and interrelatedness of the world in order to participate more effectively as responsible world citizens.

The Main Ideas To Be Studied

There are seven modules in Social Studies 23. Each one helps to develop perceptions that support a more complete understanding of the topics. The structure of Social Studies 23 is apparent in the concepts each module presents.

Module 1: Nationalism

- Life in the Past
- National Identity
- Nationalism and Conflict

Module 2: Industrialization

- Pre-industrial Society
- Industrialization in England
- Industrialization and Imperialism
- Industrialization and the Twentieth Century

Module 3: Egalitarianism

- Prerevolutionary France
- Challenge of Ideas
- Aftermath

Module 4: Quality of Life

- Quality of Life
- Case Studies
- Differing Perspectives

Module 5: Global Regionalism

- Quality of Life: Why Is It Important?
- Gathering Information: A World Overview
- Diversity and Disparity: Bringing It all Together

Module 6: Interdependence

- People and Migration
- Transportation and Communication
- Health and Wealth
- Environment/Earth/Existence

Module 7: Economic Choices

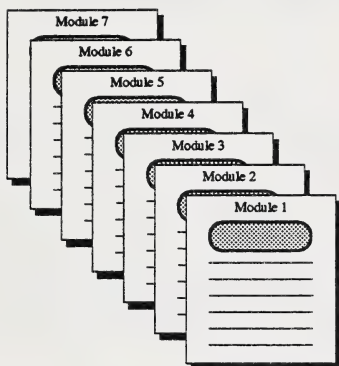
- Tools for Development
- Economic Perspectives
- Strategies for the Future

Structure of the Learning Package

Basic Design

This new learning package involves many other components in addition to the Learning Facilitator's Manual.

Modules



The print components involve many booklets called modules. These modules contain guided activities that instruct students in a relevant, realistic setting.

The modules have been specially designed to promote such qualities in the learner as autonomy, independence, and flexibility. Writers have incorporated such teaching strategies as working from the concrete to the abstract, linking the old to the new, getting students actively involved, and using advance, intermediate, and post organizers. Many other techniques enable learners to learn on their own for at least some of the time.

Contents
Overview Evaluation
Section 1 Activity 1 Activity 2 etc.
Section 2 Activity 1 Activity 2 etc.
Section 3 Activity 1 Activity 2 etc.
Section 4 Activity 1 Activity 2 etc.
Module Summary

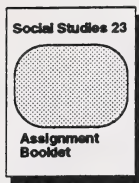
The structure of the module booklets follows a systematic design. Each module begins with a detailed table of contents which shows the students all the main steps. It acts as an organizer for students. The overview introduces the module topic or theme. A graphic representation has been included to help visual learners and poor readers. The introduction also states the weightings of each assignment.

The body of the module is made up of two or more closely related sections. Each section contains student activities that develop skills and knowledge centred around a theme.

The activities may involve print, audio, and video formats. At times the student and the learning facilitator are allowed to choose the activity that best suits the student's needs and interests. Other activities such as the Extra Help and Enrichment are optional pathways. This flexibility caters to each student's personal situation.

The summary focuses on the skills and strategies that the student has learned.

Assignment Booklet



Accompanying each module is an assignment booklet. The activities in these booklets can be used for formative and for summative assessments. The students should complete these assignment booklets when they have thoroughly reviewed the module materials. The assignment booklets have been designed for classroom use, for faxing, or for mailing. **If the booklets are not being mailed, you should remove the outside cover.**

Media



VIDEO



PRINT PATHWAY
ALTERNATIVE

The package also includes references to videos. Pathways have been developed so students can have some variety of media in achieving the objective. Different routes have been included to suit different learners. Wherever videos have been included, a print pathway is also available. This way, if the video resource isn't available or desired, a student can follow the print pathway and still successfully achieve the objective.

Materials, Media, and Equipment

Mandatory Components

Equipment (Hardware)	Media	Materials
		<ul style="list-style-type: none">• LFM for Social Studies 23• one complete set of module booklets (7) and assignment booklets (7) for each student• final test

Optional Components

Equipment (Hardware)	Media	Materials
<ul style="list-style-type: none">• VCR	<ul style="list-style-type: none">• videocassettes<ul style="list-style-type: none">– <i>Acid Rain: A North American Challenge</i>– <i>A Struggle for Shelter</i>– <i>Great Expectations: Recycling in Alberta</i>– <i>Paths of Development Series Show 1: Behind the Image</i>– <i>Paths of Development Series Show 2: Days of Future Past</i>– <i>Paths of Development Series Show 3: Striking a Balance</i> <p>Videocassettes used in the course may be available from the ACCESS Network catalogue or you may wish to call your regional library service for more information.</p>	

Using This Learning Package in the Classroom

Conventional Classroom

Whether your classroom has desks in rows or tables in small groups, you may be most comfortable with a learning system that you can use with all your students in a paced style. In other words, you may want a package that will suit all of your students, so they can move through the materials as one group or several small groups. Because these materials contain different routes or pathways within each unit, they can address various learning styles and preferences. The materials also include many choices within the activities to cater to different thinking levels and ability levels. Because of their versatility and flexibility, these materials can easily suit a conventional classroom.

Open-Learning Classroom

Open learning is the concept of opening up opportunities by overcoming barriers of time, pace, and place by giving the learners a package specially designed to enable them to learn on their own for at least some of the time.

Such a concept is not new. Many teachers can recite attempts to establish an individualized learning system as they recognized the importance of trying to personalize courseware to meet each individual student's needs. But these efforts often failed due to lack of time and lack of quality materials that conformed to Alberta specifications.

Due to advanced educational technology and improved Alberta-specific learning packages, a student-centred approach is now possible. Improved technology now allows us to provide support to learners individually, regardless of their pace or location. A teacher cannot be in twenty-eight places at one time offering guidance. However, media and a well-designed learning package can satisfy individual needs. Technology can also help provide an effective management system needed to track the students as they progress independently through the materials.

The key to a successful open-learning system depends on three vital elements: a learning package specially designed to enable students to learn effectively on their own for at least some of the time; various kinds of learner support; and a management system and style that ensures that the open-learning system runs smoothly.

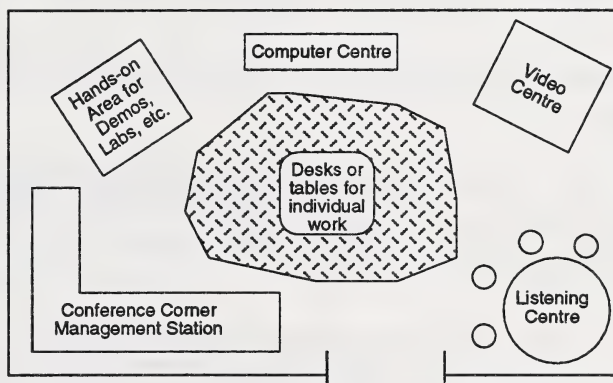
The Key to a Successful Open-Learning System



Learning Package

The specially designed learning package needed for a successful open-learning system has been developed for you. The objectives teach current Alberta specifications using strategies designed for individualized instruction. As the learning facilitator, you need to be sure to have all the components in the learning package available to students as needed.

If adequate numbers of media are available to satisfy the demand, a centre can be established for specific media.



You may not have the luxury to have enough hardware to set up a permanent video or computer centre in your classroom. In that case, students should be encouraged to plan ahead. Perhaps every three to five days they should preview their materials and project when they would need a certain piece of media. This would allow you to group students, if necessary, or reserve media as required.

Support

Support is definitely a key element for successful learning, and when you're planning an individualized, non-paced program, you need to carefully plan when and how support will be given.

The materials contain a form of consistent support by providing immediate feedback for activities included in the module booklet. High school students have solutions, models, explanations, and guides included in the appendix of every module booklet. These are included so students can receive immediate feedback to clarify and reinforce their basic understanding before they move on to higher levels of thinking.

As the learning facilitator, you may be needed to offer more personal guidance to those students having difficulty, or you may need to reinforce the need for students to do these activities carefully before attempting the assignments in the assignment booklet.

The activities include choices and pathways. If a student is having difficulty, you may need to encourage that student to work on all the choices rather than one. This would provide additional instruction and practice in a variety of ways.

Another form of support is routine contact with each individual. This might be achieved with a biweekly conference scheduled by you, or as students reach a certain point (e.g., after each section is completed), they may be directed to come to the conference area.

Special counselling may be needed to help students through difficult stages. Praise and encouragement are important motivators, particularly for those students who are not used to working independently.

Direct teaching may be needed and scheduled at certain points in the program. This might involve small groups or a large group. It might be used to take advantage of something timely (e.g., election, eclipse, etc.), something prescheduled like the demonstration of a process, or something involving students in a hands-on, practical experience.

Support at a distance might include tutoring by phone, teleconferencing, faxing, or planned visits. These contacts are the lifeline between learners and distance education teachers, so a warm dialogue is essential.

Management

Good management of an open-learning system is essential to the success of the program. The following areas need action to ensure that the system runs smoothly:

- **Scheduling, Distributing, and Managing Resources** – As discussed earlier, this may require a need for centres or a system for students to project and reserve the necessary resources.
- **Scheduling Students** – Students and teachers should work together to establish goals, course completion timelines, and daily timelines. Although students may push to continue for long periods of time (e.g., all morning), teachers should discourage this. Concentration, retention, and motivation are improved by taking scheduled breaks.
- **Monitoring Student Progress** – You will need to record when modules are completed by each student. Your data might also include the projected date of completion if you are using a student contract approach.



Sample of a Student Progress Chart

		Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Final Test
<i>Billy Adams</i>	P								
	A								
<i>Louise Despins</i>	P								
	A								
<i>Violet Klaisian</i>	P								
	A								
P = Projected Completion Date A = Actual Completion Date									

The student could keep a personal log as well. Such tracking of data could be stored easily on a computer.

- Recording Student Assessments – You will need to record the marks awarded to each student for work completed in each module assignment booklet. The marks from these assignment booklets will contribute to a portion of the student's final mark. Other criteria may also be added (a special project, effort, attitude, etc.). Whatever the criteria, they should be made clear to all students at the beginning.

Sample of a Student Assessment Chart

	Module 1	Module 2	Module 3	Module 4	Module 5	Module 6	Module 7	Year's Average	Final Test	Final Mark
<i>Billy Adams</i>	67	65	54	47	78	67	63	63		
<i>Louise Despins</i>	43	50	54	55	48	42	49	49		
<i>Violet Klaisian</i>	65	65	66	68	67	70	67	67		

Letter grading could easily be substituted.

- Recording Effectiveness of System – Keep ongoing records of how the system is working. This will help you in future planning.

Sample of a System Assessment Chart

Module 1			
Date	Module Booklet	Assignment Booklet	Resources/Media

The Role of the Teacher in an Open-Learning Classroom

The teachers in a conventional classroom spend a lot of time talking to large groups of learners. The situation in open learning requires a different emphasis. Teachers will probably meet learners individually or in very small groups.

With this approach it is necessary to move beyond the idea of a passive learner depending largely on a continually supportive teacher. The teacher must aim to build the student's confidence, to stimulate the learner into self-reliance, and to guide the learner to take advantage of routes that are most meaningful and applicable to the learner.

These materials are student-centred, not teacher-centred. The teacher needs to facilitate learning by providing general support to the learner.

Evaluation

Evaluation is important to the development of every learner. Data gathering and processing, and decision making, at the student and teacher level, serve as means of identifying strengths and weaknesses.

These specially designed learning packages contain many kinds of informal and formal evaluation.

Observation

In the classroom the teacher has the opportunity to see each student perform every day and to become aware of the level and nature of each student's performance.

Observations are more useful if they are recorded in an organized system. The following list of questions is a sample of types of observations and how they can be collected.

Observation Checklist

	B. Adams	L. Despina	V. Klaisian	H. Smith	K. Dalley
1. Does the student approach the work in a positive manner?					
2. Is the student struggling with the reading level?					
3. Does the student make good use of time?					
4. Does the student apply an appropriate study method?					
5. Can the student use references effectively, etc.?					

Observation may suggest a need for an individual interview with a student.

Individual Conferences

Individual conferences may be paced (scheduled) by the calendar or at certain points in the module, or they may be set up only as needed or requested.

During these conferences teachers can determine the student's progress and can assess the student's attitudes toward the subject, the program, school, and self, as well as the student's relationship with other students. With guided questions the teacher can encourage oral self-assessment; the student can discuss personal strengths or weaknesses in regard to the particular section, module, or subject area.

Self-Appraisal

Self-appraisal helps students recognize their own strengths and weaknesses. Through activities that require self-assessment, students also gain immediate feedback and clarification at early stages in the learning process. Teachers need to promote a responsible attitude toward these self-assessment activities. Becoming effective self-assessors is a crucial part of becoming autonomous learners. By instructing, motivating, providing positive reinforcement, and systematically supervising, the learning facilitator will help students develop a positive attitude toward their own progress.

For variation, students may be paired and peer-assessing may become part of the system. The teacher may decide to have the student self-assess some of the activities, have a peer assess other activities, and become directly involved in assessing the remainder of the activities.

When the activities have been assessed, the student should be directed to make corrections. This should be made clear to students right from the start. It is important to note the correct association between the question and the response to clarify understanding, aid retention, and be of use for study purposes.

Many of the activities include choices for the student. If the student is having difficulty, more practice may be warranted, and the student may need to be encouraged to do more of the choices.

Each section within a module includes additional types of activities called Extra Help and Enrichment. Students are expected to be involved in the decision as to which pathway best suits their needs. They may decide to do both.

Self-appraisal techniques can also be introduced at the individual conferences. Such questions as the following might be included:

- What steps are you taking to improve your understanding of this topic?
- What method of study do you use most?
- How do you organize your material to remember it?
- What steps do you follow when doing an assignment in your assignment booklet?
- What could you do to become an even better reader?
- Do you have trouble following directions?
- Did you enjoy this module?

A chart or checklist could be used for recording responses.

Informal Evaluation: Assignments

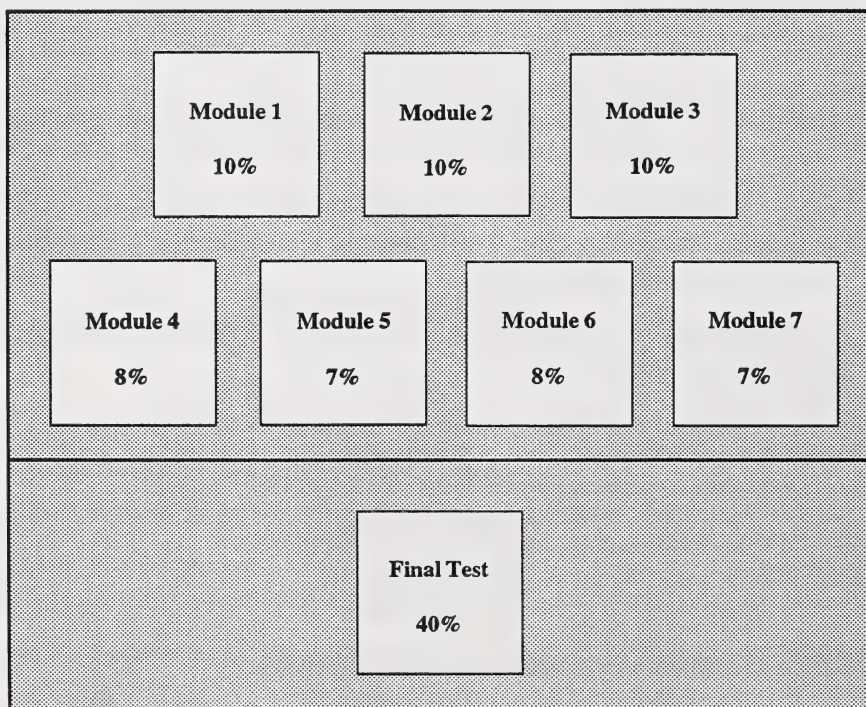
Informal evaluation, such as the assignments included in each module, are an invaluable aid to the teacher. They offer ongoing assessment information about the student's achievement and the behaviour and attitudes that affect that achievement.

Each module contains a separate booklet called the Assignment Booklet. This booklet assesses the knowledge or skills that the student has gained from the module. **The student's mark for the module may be based solely on the outcome of learning evident in the assignment booklet; however, you may decide to establish a value for other variables such as attitude or effort.** It is important that you establish at the beginning which outcomes will be evaluated, and that all students clearly understand what is expected.

Final Test

All LFM's include a formal final test which can be photocopied for each member of the class. The test, closely linked to the learning outcomes stated in the module booklets, gives the teacher precise information concerning what each student can or cannot do. Answers, explanations, and marking guides are also included.

The value of the final test and each module is the decision of the classroom teacher. Following is a suggestion only.



Introducing Students to the System

Your initiation to these learning materials began with a basic survey of what was included and how the components varied. This same process should be used with the class. After the materials have been explored, a discussion might include the advantages and the disadvantages of learning independently or in small groups. The roles of the students and teacher should be analysed. The necessary progress checks and rules need to be addressed. Your introduction should motivate students and build a responsible attitude toward learning autonomously.

Skill Level

It is important for students to understand that there are certain skills that they will need in order to deal successfully with the course materials. They are listed below:

- understanding and using instructional materials (table of contents, index, list of illustrations, appendices, bibliography, and glossary)
- interpreting maps, graphs, and charts
- using reference materials
- recognizing special symbols

Other general skills are using reliable study methods, outlining, and learning to read at a flexible rate.

To decide the level and amount of instruction needed to accommodate the varied levels among students, you may wish to prepare and administer skill inventories or pretests. If most students need help with a particular skill, you may want to plan a total class instructional session. If only certain students lack a skill, you may want to set up a temporary skill group to help students who need it, or you may want to develop a skills file for this purpose.

Reading Level

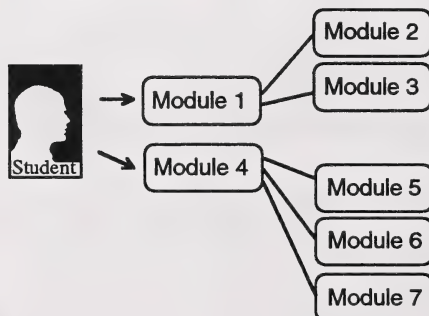
These course materials are largely print based, but poorer readers need not be discouraged. It is important that you assure the students that these materials have been designed for easy reading. The authors have employed special strategies that lower and control the reading level. Some of them are

- the conscious selection of vocabulary and careful structuring of sentences to keep the materials at an independent reading level
- the integration of activities, examples, and illustrations to break text into appropriate-sized chunks
- the inclusion of many kinds of organizers (advance, graphic, intermediate, concept mapping, post organizers) to help give students a structure for incorporating new concepts

- the recognition that vocabulary and concepts are basic to understanding content materials and, thus, must be handled systematically (defined in context, marginal notes, footnotes, and often in a specialized glossary)
- the acknowledgement that background knowledge and experience play a vital role in comprehension
- the systematic inclusion of illustrations and optional videos to help poorer readers and visual learners, and audiocassettes and software as an alternative to print-based learning
- a variety of formats (paragraphs, lists, charts, etc.) to help poorer readers who do not absorb or retain main ideas easily in paragraph format
- the inclusion of media pathways and activity choices to encourage an active rather than passive approach
- instruction in a meaningful setting rather than in a contrived, workbook style
- using purposeful reading, viewing, and doing to produce better interpretation of the course materials
- the recognition that students need structured experiences when reading, viewing, or listening to instructional materials: developing pupil readiness, determining the purpose, providing guided instruction and feedback, rereading if necessary, and extending (This structure closely resembles the reading process.)

To help make the learning package more readable, you can begin your module preparation by reading (viewing, listening to) all the related materials that are going to be used. You need a solid background in order to assess and develop a background knowledge for students. The students' experiential bases may be assessed through brainstorming sessions concerning the topic, or by using visuals and guided questions to predict what the topic might be about.

It is recommended that you start with Module 1 because this module includes basic introductory information. The natural groupings are Modules 1 to 3 and Modules 4 to 7, according to the structure of the curriculum.



Social Studies 23

Nationalism



Learning
Facilitator's
Manual

Module
1



Distance
Learning

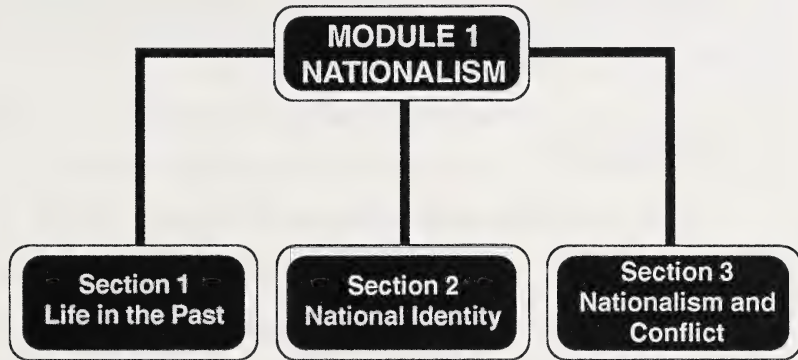
Alberta
EDUCATION

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Module 1: Nationalism – Overview

The emphasis in this module is on nationalism – how it developed, how it led to World War I, and how it continues to influence the world today.

Following is a chart that shows how this module is organized.



Evaluation

The evaluation of this module will be based on four assignments.

Section 1 Assignment	25%
Section 2 Assignment	25%
Section 3 Assignment	25%
Final Module Assignment	25%
TOTAL	100%

Please Note:

There is a video program available for Section 3 of Module 1 that gives a comprehensive picture of WWI – its causes, the nations involved, the main events of the conflict, and the aftermath. It is called *Overview of World War I*. The technical quality of the visuals is only mediocre but the concept presentation, content, and organization are very good.

You may wish to order the video at this time if you would like to use it. A related activity has been provided in the Section 3 Teaching Suggestions.

Section 1: Life in the Past

Key Concepts

- tradition
- loyalty
- feudalism

This section compares past feudal societies, based on tradition, to today's very different world. The ideas of tradition and loyalty are examined, and students should come to see how notions of these concepts differ from those of people of the past.

Teaching Suggestions

- Loyalty could be discussed from the position of one's
 - family
 - religion
 - school
 - town
 - sports teams
 - political party, etc.
- Tradition could be approached from the position of the familiar such as *O Canada* sung in the schools. Feudalism was very traditional and based on loyalty. Emphasize the very slow changes during feudalism compared to the rapid changes of the modern world. Loyalties and tradition were much stronger in the past.

Section 1: Activity 1

1. To test your understanding of the idea of traditions, list three traditional things Canadians do.

The answers to this activity may vary. The following list will give students an idea of some possible answers:

- turkey for Thanksgiving dinner
- wedding anniversary celebrations
- Christmas celebrations
- birthday celebrations
- Passover
- Ramadan
- polite behaviour

2. Name one tradition that you feel is special in your family. If you can, describe how this tradition developed.

Answers will vary. Were students able to find out how the tradition began?

Section 1: Activity 2

To test your understanding of what you have just read about feudalism, complete the following.

Indicate if the statements that follow are T (true) or F (false).

- T 1. About three hundred years ago people in Europe lived mostly in the country.
- F 2. French social structure had changed considerably by 1789.
- T 3. French society was composed of three classes.
- F 4. The church and the nobility did not own any land.
- F 5. The serfs owned the land they cultivated.
- T 6. Life centred around the village.
- T 7. The society of France had remained the same for a long time.
- T 8. In the 1700s, people seldom travelled.
- F 9. The Third Estate included the clergy.
- T 10. Social equality did not exist in France in 1789.

Section 1: Activity 3

1. The column on the right gives you some information about life in Canada today. Fill in the blanks in the column on the left to compare life in Canada today to life in Europe in the 1700s.

Europe in the 1700s	Canada Today
<i>This was a traditional society.</i>	Ours is a modern society.
<i>People did not move about.</i>	Canadians move about often.
<i>People lived in small groups.</i>	Most Canadians live in big groups.
<i>Most people did not go to school and therefore did not know how to read and write.</i>	Most Canadians read and write.
<i>Most people lived in the country.</i>	Most Canadians live in cities or towns.
<i>Only a privileged few people were allowed to own land.</i>	Anyone can own land.
<i>It was impossible to move up the social ladder. Children did the same jobs as their parents.</i>	People can choose to work at any job they want.

2. Would you say that Canada today has a traditional society? Explain.

Canada today does not have a traditional society. Canada's population is mainly urban and highly mobile, people are educated, and there is a basically classless society. People are free to choose any job or career; they do not have to have the same occupation as their parents.

Section 1: Activity 4

In Activity 4 you learned that in eighteenth-century Europe all the power, all the rights, and all the privileges were in the hands of the nobles and the church. To help you summarize what you learned in this activity, do the following.

1.

Advantages of the Nobles
<ul style="list-style-type: none">• <i>had power over the peasants</i>• <i>collected rent from the peasants</i>• <i>got the best jobs and could choose their jobs</i>• <i>paid no taxes</i>

2.

Disadvantages of the Peasants
<ul style="list-style-type: none">• <i>worked the land for their lord</i>• <i>paid rent to their lord</i>• <i>paid most of the taxes</i>• <i>had no privileges</i>

Section 1: Activity 5

In Activity 5 you have learned a bit about life in towns in the 1700s. The activity compares life then with life now. Use the previous activities to draw comparisons between life in the country, life in the city, and life in modern-day Canada. The town life of the 18th century has been done for you.

Life of People in the Country in Eighteenth-Century Europe	Life of People in the Towns in Europe in Eighteenth-Century Europe	Life of People in Canada Today
<i>Most people lived in villages.</i>	Some people lived in towns.	<i>Most people live in towns or cities.</i>
<i>Life was very rigid.</i>	Life was less rigid.	<i>Life depends on what you are able to do.</i>
<i>Best jobs went to the nobles.</i>	There was some chance of getting a better job if you had the ability.	<i>Ability determines the job you can do.</i>
<i>No change was possible.</i>	Some change was possible.	<i>There is continuous change.</i>

Section 1: Activity 6

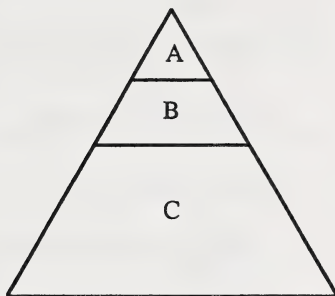
To assure that you have understood the meaning of loyalty, complete the following by placing a T (true) if the statement refers to loyalty and F (false) if the statement makes no reference to it.

- T 1. I am very true to my friends.
- F 2. I come first; others come after.
- F 3. The team means nothing to me.
- T 4. I stand when the national anthem is played.
- T 5. When I need help, I call my father.
- F 6. My neighbours are strangers.
- T 7. I am proud of my mother.
- T 8. I phone my friends about a coming storm.
- F 9. I do not want to have anything to do with political parties.
- T 10. I help my community league.

Section 1: Follow-up Activities

Extra Help

- Match the letters on the pyramid with the terms on the right by placing the letters from the pyramid in the proper blanks.



 C The Peasants

 A The Church

 B The Lords

- From your understanding that the feudal system in the 1700s was not a system based on the idea of human equality, indicate if the following statements are T (true) or F (false).

 T a. The clergy were very influential.

 F b. Everyone was equal in society.

 T c. By 1700 feudal dues failed to bring in large amounts of income.

 T d. Hunting rights of the lord damaged good crops.

 T e. The feudal estate included many small peasant farmers.

Enrichment

- Where did most people live in the 1700s?

Most people lived in the country.

- Who owned most of the land?

The nobility and the Church owned most of the land.

3. Complete the following chart about life in eighteenth-century France.

Injustices Experienced by Peasants	Privileges of the Nobles
<ul style="list-style-type: none"> • <i>few peasants owned land</i> • <i>paid rent</i> • <i>worked the lord's land</i> • <i>provided free labour to the lord</i> • <i>forced to accept the lord's justice</i> 	<ul style="list-style-type: none"> • <i>owned land</i> • <i>lived in a manor house</i> • <i>controlled the services</i> • <i>controlled justice</i> • <i>had free labour from the peasants</i>

Section 1 Assignment

A recent archeological dig in southern France has led to the discovery of a number of pre-industrial artifacts (things commonly used in France before 1700). Three archeologists were credited with finding these historical relics. They have called a press conference to inform the public of the importance of their findings.

You are a reporter at this news conference. Using the following list of artifacts as your guide, write a descriptive account of what life was like in pre-industrial Europe.

List of Artifacts

- handwritten manuscript
- statue with a crown on it
- various farm tools
 - a plow and a rake made to be pulled by horses
 - a seed drill to be pushed by a person
 - collars and harness for horses and oxen
- oil lamp

- handmade clothing
- hourglass
- remains of horses and oxen
- deteriorated wood indicating the outline of a large house
 - one room contains a large store of food
 - a collection of gold coins was found in another room
- the outlines in deteriorated wood of many smaller houses containing small stores of food

The answer must be in paragraph form and should include some of the following:

- *Since there is a statue with a crown, there must have been a system of government with a king and/or nobility.*
- *The fact that there is a large house with many gold coins found in it reinforces the idea that the system was ruled over by nobility of some sort.*
- *Since many farm tools were found, it suggests that the majority of people were farmers of some sort.*
- *The fact that no gold coins were found in the smaller houses suggests that the farmers in this society worked for the lord in the bigger house or had to pay all their money to him in taxes.*
- *The presence of horse and oxen remains, harnesses, and so on suggests that animals were used as the means to cultivate the land.*
- *The presence of a hand-driven seed drill and seed suggests that the people grew grain crops that were planted with a lot of effort by the farmer and his family.*
- *The fact that most of the food was found in the large house suggests that the farmers worked for the lord and gave him most of the harvest.*
- *The oil lamp, hourglass, and handmade clothing suggests a very simple life-style and that this was a pre-industrial society.*

Section 2: National Identity

Key Concepts

- national identity
- nations
- patriotism
- nationalism
- symbols
- revolution

This section is divided into two parts. The first should clarify the key concepts for students; the second will allow students to see these forces at work during the French Revolution. The central focus throughout is on national identity.

Teaching Suggestions

The following activities may help to enhance the concepts discussed in this section:

- Discuss the key concepts with the students. Use any current issues in Canada that they can relate to. Problems of patriotism and nationalism are key issues in Canada's identity.
- Symbols in Canada may represent divisions in the country, e.g., the Canadian flag and the Quebec flag. Make a list of things that unite and things that divide Canadians.
- Debate some issue questions such as:
 - Is revolution necessary for people to achieve their own identity?
 - Are people justified in taking up arms to get independence or freedom?

If possible use other countries such as South Africa or the C.I.S. as examples and comparisons.

Section 2: Activity 1

These symbols are probably familiar to you. Each one of them tells people something about Canada. The first symbol is a cowboy hat. Can you think of what part of Canada it might symbolize? In the spaces provided, write a word or short phrase to explain what you think each of the symbols stand for.

1. The cowboy hat stands for

The cowboy hat stands for Western Canada (Calgary or Alberta may also be suggested).

2. The flag stands for

The flag of Canada stands for Canada.

3. The hockey stick stands for

The hockey stick stands for hockey. As a national symbol, it symbolizes Canada because hockey is our most popular sport.

Section 2: Activity 2

Read the definition of nationalism again carefully to be sure you understand what it means. Now answer the following questions. Choose the best response from the answers given in the *Choices* column. Write your choice in the appropriate blank in the *Answer* column.

Question	Choices	Answer
1. What kind of feelings do nationalists have about their country?	weak strong	<u>strong</u>
<i>(Weak is not a good choice because weak feelings do not help to develop unity and common purpose.)</i>		
2. The size of a community a nationalist would be loyal to is	large small	<u>large</u>
<i>(Small is not a good answer because small communities do not have enough people to represent a whole nation.)</i>		
3. What kind of feeling is common to people who are nationalists?	loyalty disloyalty	<u>loyalty</u>
<i>(Disloyalty is not a good answer because nationalists are people who are working for the good of their nation rather than for their own good.)</i>		
4. For people to develop a feeling of belonging to the same group, what language would members of the group speak?	same different	<u>same</u>
<i>(People feel they are part of the same group when they have things in common and they can easily talk to each other. A different language would make it very difficult for people to feel they are part of the same group.)</i>		

Question	Choices	Answer
5. The feeling of identity most common to nationalism is	local national	<u>national</u>
<i>(Nationalism deals with the things people have in common within a large national group, not a small, local group.)</i>		
6. People who love, support, and are willing to defend their country are known as	patriotic warlike	<u>patriotic</u>
<i>(Patriotic people have strong feelings of loyalty and love for their nation. Much as parents love and are loyal to members of their family and are willing to defend them against outsiders, so patriotic people are willing to defend their nations against outsiders. Warlike people fight because they like to, and they will pick a fight even if it is not in the best interests of their nation.)</i>		

Section 2: Activity 3

To help you understand the idea of revolutionary change, complete the chart that follows. It consists of three columns. The first column has examples of what could be called big changes in your life. In the second column you are to write a brief sentence stating what you see as the possible advantages of each change. In the third column you are to write a brief sentence stating what you see as possible disadvantages of the changes.

There are many ways of responding to the questions in the second and third columns. Here are some suggestions:

Column A	Column B	Column C
A Big Change In Your Life	Possible Advantages	Possible Disadvantages
Congratulations! Your family has just won a million-dollar lottery!	<i>The advantages of winning a lottery would involve all those things associated with wealth, for example, one could buy that fancy sports car one always wanted.</i>	<i>The disadvantages of winning a lottery would involve all those things associated with the problems of being wealthy, for example, one might find oneself the constant target of requests for money or a target for criminals.</i>
Congratulations! A new baby has just become part of your family.	<i>The advantages of having a new baby in the family would involve all those benefits associated with a having a larger family, for example, a new baby could increase the amount of love in the family.</i>	<i>The disadvantages of having a new baby in the family would include all those things that are associated with giving up some of one's freedom so one can properly care for the baby, for example, babies like to be fed at inconvenient hours.</i>

Section 2: Activity 4

1. Earlier in this section, underlying cause was defined as a potentially explosive situation. Immediate cause was defined as an event that sets off the spark that leads to the actual revolt.

Read over the list of causes and decide which are underlying causes and which are immediate causes. List three underlying and three immediate causes of the French Revolution.

Answers may vary but should include some of the following information.

- a. Three underlying causes of the French Revolution were

Any three of these underlying causes of the French Revolution could be mentioned:

- *A middle class grew up who were wealthy, educated, and who wanted a higher position in society.*
- *New ideas, spread by the philosophers, increased people's desire for change.*
- *The lavish spending habits of the monarchy were hard for the poor peasant to accept.*
- *Increases in taxes, along with more privileges for the nobility, were also causes for complaint among the already-overburdened peasantry.*

- b. Three immediate causes of the French Revolution were

- *The calling of the Estates-General was the push that set the wheels of change in motion.*
- *The failure of the First and Second Estates to accept and work with the Third Estate resulted in the Tennis Court Oath and the creation of the National Assembly. This caused even more rapid change.*
- *The troops firing on the people outside the Bastille and the storming of the Bastille meant that the people had passed the point of no return and the French Revolution had begun.*

2. Indicate if the statements that follow are T (true) or F (false).

 T a. King Louis XVI's troops were defeated at the Bastille.

 F b. The middle class in the 1700s was a small, wealthy, and educated part of the Second Estate.

 F c. The National Assembly was originally made up of the three Estates.

 T d. France was heavily in debt because of foolish spending by the nobility and fighting wars against England.

 F e. The Bastille was a famous museum in Paris.

 F f. The Tennis Court Oath was declared by the Estates-General.

 T g. The Estates-General was made up of the three Estates.

Section 2: Activity 5

1. a. What class of people makes up the largest percentage of the population in Country X?

Third-class people make up 98 percent of the population – the largest percentage.

b. What class of people makes up the smallest percentage of the population in Country X?

First-class people make up half a percent of the population – the smallest percentage.

2. What class of people has the highest average income?

First-class people have an average income of \$210 000 – the highest average.

3. What social class owns the largest percentage of land?

First-class people own 65 percent of the land – the greatest percentage.

4. From the analysis of the graphs you have just looked at, tell what you have learned about the first-class people and about the third-class people of Country X.

Answers will vary but may include the following ideas.

a. first-class people

- *make up only half of one percent of the population*
- *are a very small group of people*
- *are the wealthiest group with the highest average income – about \$210 000*
- *control the source of most wealth since they own 65 percent of the land*

b. third-class people

- *make up 98 percent of the population*
- *make up most of the total population*
- *are the poorest group with an average income of \$20 000*
- *are very low in land ownership, since they own only 15 percent of the land*

5. Why do you think the majority of the people in Country X are unhappy?

The majority of the people of Country X are unhappy for these reasons:

- *A very small group (first class) make most of the money.*
- *A very small group (first class) own most of the land.*
- *Most of the people are being unfairly treated.*

Section 2: Activity 6

1. The year is 1791. You are a reporter on the staff of a Paris newspaper. Your editor has told you to interview a member of the Third Estate as he leaves the National Assembly. You are then to write a column (five or six sentences) explaining the accomplishments of the National Assembly since 1789 and telling how they contribute to French nationalism.

Write your column on the lines that follow. Try to write it the way a newspaper reporter would.

Based on the information students received, their column should include some of the following ideas:

- *Social class differences have been abolished.*
- *The whole feudal system has been abolished, including feudal obligations and privileges.*
- *Church lands have been taken over by the state and sold to peasants at low prices.*
- *The Civil Constitution of the Clergy law placed clergy under control of the state.*
- *The clergy are now elected.*
- *The people's human rights have been protected by The Declaration of the Rights of Man.*
- *France has a new constitution that limits the power of the King.*

2. Name one accomplishment of the National Assembly that is evident in today's Canadian society.

Answers will vary but may include the following:

- *social class differences abolished*
- *statement of freedom, liberty, and human rights*
- *monarch's powers are defined in the constitution*

Section 2: Activity 7

1. In the blank circles of the concept map that follows, write what you consider to be the most important symbols of Canadian nationalism.

Answers here will depend upon what students see as important. Some possibilities might include these:

- *the maple leaf*
 - *the Canadian flag*
 - *the Canadian national anthem*
 - *the beaver*
 - *the RCMP*
 - *professional hockey*
 - *the Grey Cup game*
2. Ideas can spread quickly from one country to another. Ideas in the form of music, food, clothing, and manufactured goods from other countries are often a part of your daily life.

In the chart that follows, match the items on the left with the names of the countries from which they came. Write the appropriate name in each blank.

The idea for		Country
a. pizza	<u>Italy</u>	United States
b. the Beatles	<u>England</u>	China
c. the Ford car	<u>United States</u>	Italy
d. egg rolls	<u>China</u>	England
e. the sari	<u>India</u>	India

Section 2: Follow-up Activities

Extra Help

1. Compare Canada's political system with that of France before the revolution by completing the chart that follows. Column 1 contains six questions that all political systems must be able to answer. Column 2 answers those questions for the Canadian political system. In Column 3, answer the questions for the French political system before the revolution. The first one is done for you as an example.

Questions	Canada Today	France Before the Revolution
What is the political system?	It is a democracy.	It was an absolute monarchy. <i>This system gave all power to the king or queen. Many monarchs believed that God had given them the right to rule. This belief was known as the Divine Right of Kings.</i>
Who has the political power?	The voters elect people to represent them in Parliament.	<i>King Louis XVI had the power. The king had the right to exercise great control over his people.</i>
Where does the leader come from?	The leader is elected.	<i>The leader was born. The monarch inherited his right to rule when his grandfather, Louis XV, died. In a sense he was born into the position.</i>
Who controls the money the government spends?	Only elected officials can spend tax money.	<i>King Louis XVI controlled the money. The monarch had the right to control funds and decide how money would be spent.</i>
Do rights and freedoms exist?	Yes, they are protected by law.	<i>No. Freedoms and liberties did not exist. People could be put in jail without trial.</i>
Who pays the taxes?	Taxes are paid by most people. There is a lower tax rate for the poor and a higher tax rate for the wealthy.	<i>The Third Estate paid the taxes. Most taxes were paid by the poor peasants. The nobles and clergy paid few taxes, if any.</i>

2. This question deals with the ideas of local identity and national identity.

Read the following four opinions:

Opinion 1

My loyalty is to my lord. I was born and raised on his estate. He has given me and my family protection from our enemies for many years. I must serve him faithfully for the rest of my life.

Opinion 2

My country is at war. I will fight and I will expect every person in my country to fight along with me. Whether or not the government is right or wrong doesn't matter. It is the duty of all citizens to defend their country.

Opinion 3

I feel very close to the people in my village. People from other villages don't interest me at all. I have no desire to leave my village and no desire to visit other villages. If people would forget about things happening elsewhere and look after their village responsibilities, things would be a lot better.

Opinion 4

All people must unite under the symbol of one great and glorious flag. We must all work together to build a strong nation. A powerful nation makes us all powerful. In unity there is strength.

- a. Answer the following by placing the correct opinion numbers in the spaces provided.

- (1) Which opinions reflect a belief in the importance of a local identity?

Opinions 1 and 3

- (2) Which opinions reflect a belief in the importance of a national identity?

Opinions 2 and 4

- b. Based on the information in the four opinions, complete the chart that follows. In the column on the left, list two advantages of having a national identity and in the column on the right, list two disadvantages.

National Identity	
Advantages	Disadvantages
<ul style="list-style-type: none"> • <i>Citizens are willing to defend their nation.</i> • <i>Citizens are willing to work together to make their nations strong.</i> 	<ul style="list-style-type: none"> • <i>There is less loyalty to a local area.</i> • <i>There is more reliance on a national level for protection.</i>

3. Many people expressed different opinions at the meeting of the Estates-General. Some of the opinions were negative and some were positive. Read the following list of opinions. In the space provided beside each statement, place the letter that represents the speaker you feel probably made the statement.

Speakers

- A. Lord
- B. Peasant
- C. Middle-class businessman
- D. City worker
- E. Bishop

- B a. "For centuries we have done all the work and paid most of the taxes. We demand justice."
- C b. "We have made money and we are educated. We want the same privileges as the nobles."
- D c. "When food prices are increasing at a faster rate than my wages, I get mad."
- E d. "We must be careful not to upset God's plan. The king has the divine right to rule."
- A e. "Our land, rights, and privileges have been part of our family for centuries. They must be preserved."

Enrichment

1. In the following chart compare two unique features of Canadian identity with a traditional nation such as France. An example has been given.

Answers will vary but may include any two of the following:

Canada	France
<ul style="list-style-type: none"> • bilingual – French and English • <i>multicultural</i> • <i>many religions</i> • <i>many customs</i> 	<ul style="list-style-type: none"> • one language – French • <i>single culture</i> • <i>mostly one religion</i> • <i>customs are similar</i>

2. Do you know anything of the cultural background of your family? Do you know when they came to Canada? What would your life be like if you still lived in an area from which an ancestor emigrated?

Answers will be personal. In thinking about this, students may better understand what it means to be a Canadian and what Canadians feel is important to them.

3. List some items or traditions that your family have that are a part of your cultural background. An example might be the following of the Julian calendar by a family of Ukrainian descent – especially for holiday observances.

Answers will vary, but may include some of the following:

- *wearing of traditional dress*
- *holiday observances*
- *eating of ethnic dishes*
- *learning another language*
- *learning or listening to songs or stories of one's culture*

4. What traditions does your family follow that are a part of a different cultural background? An example might be that you enjoy eating the foods of several different nationalities.

Answers will vary.

- *Does their family serve food from different cultures?*
- *Do students listen to music from different countries?*
- *Have students taken dancing lessons that are from a different culture?*
- *Does their wardrobe have clothes that are representative of a different culture (plaid skirt, Bermuda shorts, sarong, blue jeans, a vest, sandals, etc.)?*

Section 2 Assignment

Classes in Canada

There are differences in wealth in all societies. There can be great extremes among the people in some nations. As you have learned, financial differences divide people into classes. There can be serious results from this if one class is very rich and another is very poor. The French Revolution and other revolutions are examples.

Canada has some very wealthy people and some who are quite poor. However, most people have a reasonable standard of living. Therefore we can say that we, too, have three classes of people.

Find or draw some examples to illustrate the classes of people in Canada. Try to provide three for each class. For each class, in the space provided, explain how the examples you have presented show features of the class.

Answers will depend upon students' perceptions and selections but the following are some guidelines:

Lower Class

Examples may include homeless, small homes, plain dress and living conditions, menial and low-paid occupations, crowded or run-down living conditions.

Middle Class

Some examples here may be suburban homes, ordinary dress and vehicles, office-type occupations, and families in various activities such as travel, dining out, and participating in various forms of recreation.

Upper Class

The illustrations presented may show large cars, extravagant homes, exotic vacation scenes, and elegant dining and entertainments. Probably most will show samples of social situations without children visible.

Section 3: Nationalism and Conflict

Key Concepts

- nationalism
- sovereignty
- self-determination

This section explains nationalism as a major force at work in the late eighteenth and early nineteenth centuries. The unification of Germany, World War I, the Arab-Israeli conflicts, and the rise of Japan are all studied as examples of nationalism at work in modern times.

Teaching Suggestions

The following are suggested possibilities for beginning this section and for enhancing the concepts discussed in the section:

- Discuss the issue of nationalism as a unifying force and a disruptive force. Use Canada as an example. What does self-determination mean to high school students? Do they resent the authority of the home or school, etc.?
- Make some good wall maps available to the students.
- Alert the students to possible TV programs or movies about WWI.
- If students have seen some video material on military conflict discuss the issue: Is war justified? Was WWI justified?

There is a video program that gives a comprehensive picture of WWI – its causes, the nations involved, the main events of the conflict, and the aftermath. It is called *Overview of World War I*. The technical quality of the visuals is only mediocre but the concept presentation, content and organization are very good. If you wish to use it, you may find these questions of value in organizing discussion of the production.

Student Directions: The program begins with questions you are to find answers for as you watch it. The questions are listed for you. Write your answer for each one, thinking of the information that is given to you in the video.

1. What event began WWI?

Archduke Francis Ferdinand of Austria-Hungary was assassinated by a Serbian student.

Teaching Suggestions (cont'd)

2. Which nations fought on the opposite sides?

The war began with Germany and Austria-Hungary declaring war on France and Russia. Britain, the United States, and Italy later came in on the side of France and Russia; the Ottoman Empire entered on the side of Germany and Austria-Hungary. However, Russia left the war before U.S. came in.

3. What were the underlying motives of the opposing nations?

Austria-Hungary attacked Serbia to punish it for the assassination of the Archduke and to have a reason for controlling the unrest of their Slav populations. Serbia was inciting unrest among them.

Russia came to the aid of the Serbs and Germany to that of Austria-Hungary. France was an ally of Russia so Germany was at war with both. Germany had a plan, the Schlieffen Plan, to defeat both Russia and Germany. Germany attacked France through Belgium, which was a neutral guaranteed by Britain. This brought Britain into the war, although Britain had been in an arms race with Germany for some time.

4. When and why did America come in?

The United States declared war on Germany on April 6, 1917. The main reason was that German U-boats (submarines) were sinking American ships.

5. What were the results on national boundaries or geography because of WWI?

The Hapsburg Empire disappeared. Austria was much reduced in size. There was a new Polish nation created. Other new countries that arose were Yugoslavia, Czechoslovakia, Finland, Estonia, Latvia, Lithuania, and Hungary. The Ottoman Empire was broken up and the Middle East territories that were part of it were put under the control of Britain and France. Germany lost Alsace-Lorraine to France.

6. Can you foresee any causes of WWII in the results of WWI?

The loss of territories and the terms of the Treaty of Versailles led to great unrest in Germany. The effects on Germany was the demilitarization of the Rhineland, the right to have only a small army, and the loss of other territory and all of its overseas empire. Germany also had to pay a large amount of money in reparations. The resulting unrest and bitterness led to the development of fascism in Europe and the rise to power of Hitler. He led Germany into WWII.

Section 3: Activity 1

1. Look at the map of Europe in 1815 and name the country identified by each of the following letters.

- A is Spain
- B is France
- C is Great Britain

2. What differences do you notice between the two maps?

The biggest change is that the area occupied by Germany and Italy on the 1914 map is made up of a group of small states on the map of Europe for 1815. There are other changes as well, but this is the main one.

Section 3: Activity 2

1. From the previous map, indicate the names of the two biggest states in the territory that was unified into Germany.

The two largest states are

- *Prussia*
- *Bavaria*

2. Name five other states that united to form Germany.

Answers may include any five of the following:

- *Schleswig*
- *Baden*
- *Holstein*
- *Wurttemberg*
- *Mecklenburg*
- *Palatinate*
- *Oldenburg*
- *Hanover*
- *Hesse*
- *Westphalia*
- *Saxony*

Section 3: Activity 3

1. Name the three groups of German people who dreamed of a united fatherland.

- *intellectuals*
- *business people*
- *politicians*

2. Complete the following time line. Beside each year indicate events that occurred in the unification of Germany.

1848 — *Scholars, professionals, business people, and writers from throughout the German states met in Frankfurt to draw up a constitution for a united Germany.*

1866 — *The Austro-Prussian War took place.*

1870 — *A war was fought with France. The union of southern German states joined with the North German Confederation.*

1871 — *The German Empire was proclaimed, with the King of Prussia as its emperor.*

Section 3: Activity 4

1. Study the following two maps and answer the question referring to them.

Europe in 1914



Allies
 The Neutral Nations
 The Central Powers

Europe is made up of many countries. The borders between these countries have changed many times over the years. This map gives the borders as they looked in 1914 (before World War I).

Europe in 1919



This map gives the borders in 1919 (after World War I). Answering the following question should help you to see how the borders of countries can be changed by war.

Examine the map of Europe in 1914 and locate Germany and Austria-Hungary. Now go to the map of Europe in 1919 and look at the area where Austria-Hungary had been. List the new nations that were created out of the area formerly known as Austria-Hungary.

- *Czechoslovakia*
- *Hungary*
- *Romania*
- *Yugoslavia*

2. Names of European countries are hidden in the scrambled term beside each letter in the following list. Unscramble the letters to identify each mystery country. If you need help, a list of the countries in alphabetical order is provided with the following map.

a. CERANF	<u>France</u>
b. ANSIP	<u>Spain</u>
c. TAYIL	<u>Italy</u>
d. GILARABU	<u>Bulgaria</u>
e. SIRSUA	<u>Russia</u>
f. EGANRYM	<u>Germany</u>
g. LIREDNA	<u>Ireland</u>
h. GORLTUPA	<u>Portugal</u>
i. ERECEG	<u>Greece</u>
j. GUYARHN	<u>Hungary</u>
k. DETARENNLHS	<u>Netherlands</u>
l. RATUSAI	<u>Austria</u>
m. LIBMEUG	<u>Belgium</u>
n. LIDFANN	<u>Finland</u>
o. ROWYAN	<u>Norway</u>
p. MARIONA	<u>Romania</u>
q. GADELNN	<u>England</u>
r. DRASETIWLNZ	<u>Switzerland</u>
s. NEDLICA	<u>Iceland</u>
t. NALABAI	<u>Albania</u>
u. LAZOIKECVACOSH	<u>Czechoslovakia</u>
v. MEDKRAN	<u>Denmark</u>
w. DEWSEN	<u>Sweden</u>
x. NODLAP	<u>Poland</u>
y. LOGAYVASIU	<u>Yugoslavia</u>

3. Locate each of the identified countries from Question 2. on this map of Europe. Place the letter of each country in the appropriate position on the map.

Europe Today



- | | | | |
|-------------|----------------|----------------|-------------------|
| a. France | h. Portugal | n. Finland | t. Albania |
| b. Spain | i. Greece | o. Norway | u. Czechoslovakia |
| c. Italy | j. Hungary | p. Romania | v. Denmark |
| d. Bulgaria | k. Netherlands | q. England | w. Sweden |
| e. Russia | l. Austria | r. Switzerland | x. Poland |
| f. Germany | m. Belgium | s. Iceland | y. Yugoslavia |
| g. Ireland | | | |

Section 3: Activity 5

1. Europe was divided into two systems of alliances. Name the countries belonging to the two groups. Refer to the preceding cartoon.

a. Triple Alliance Nations

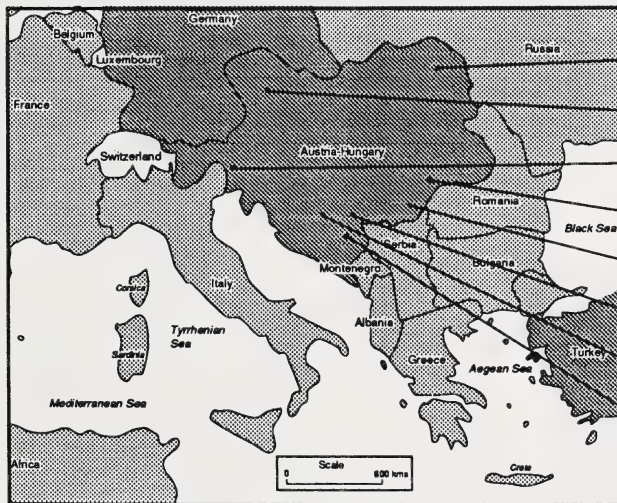
- *Austria-Hungary*
- *Germany*
- *Italy*

b. Triple Entente Nations

- *Great Britain*
- *France*
- *Russia*

Use the information you have just studied to do the following.

2. Austria-Hungary included many nationalities. See if you can recall all of them.



- a. _____ *Czechs*
- b. _____ *Austrians*
- c. _____ *Magyars (Hungarians)*
- d. _____ *Romanians*
- e. _____ *Serbian*
- f. _____ *Slavs*
- g. _____ *Croatians*
- h. _____ *Italians*

3. In a sentence explain how nationalism threatened Austria-Hungary.

Austria-Hungary included many nationalities, each wanting its own country.

4. Multiply the spending figure times the population figure to find the total amount of money spent on weapons in 1914 by the following countries:

• Great Britain	$(8.23 \times 46\,200\,000 =)$	\$380 226 000
• France	$(7.07 \times 39\,800\,000 =)$	\$281 386 000
• Russia	$(3.44 \times 124\,200\,000 =)$	\$427 248 000
• Germany	$(8.19 \times 67\,800\,000 =)$	\$555 282 000
• Austria-Hungary	$(3.10 \times 50\,800\,000 =)$	\$157 480 000
• Italy	$(3.16 \times 35\,000\,000 =)$	\$110 600 000

5. a. Which country had the biggest population in 1914?

Russia

- b. Which country spent the most money on weapons in 1914?

Germany

6. List three African colonies claimed by Italy.

These were the Italian colonies in Africa:

- *Libya*
- *Eritrea*
- *Italian Somaliland*

7. List three African colonies claimed by Britain.

Answers may contain any three of these British colonies:

- *Egypt*
- *Anglo-Egyptian Sudan*
- *British East Africa*
- *British Somaliland*
- *Gambia*
- *Sierra Leone*
- *Gold Coast*
- *Nigeria*
- *Northern Rhodesia*
- *Southern Rhodesia*
- *Union of South Africa*
- *Bechuanaland*

8. List three African colonies claimed by France.

Answers may contain any three of these French colonies:

- *Morocco*
- *Algeria*
- *French West Africa*
- *French Equatorial Africa*
- *French Somaliland*
- *Madagascar*
- *Tunisia*

9. List three African colonies claimed by Germany.

Answers may contain any three of these German colonies:

- *Togo*
- *Kamerun (Cameroon)*
- *German East Africa*
- *German Southwest Africa*

10. You are the Minister of War for Country A. Write a short speech of about three or four sentences convincing your fellow countrymen of the necessity of going to war against Country B.

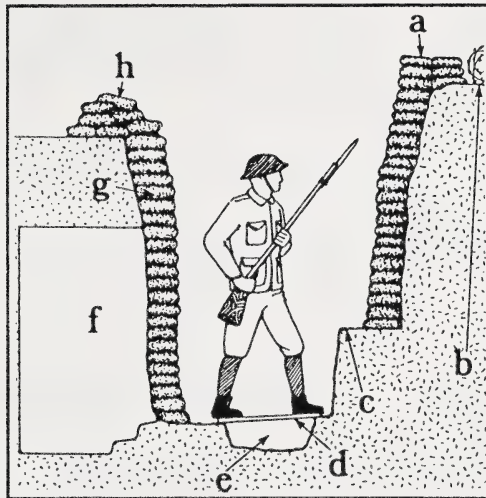
This will be entirely of the student's own creation. Convincing arguments should be used. The speech should appeal to the people's emotions.

11. Check your understanding of the terms you just studied by defining each of the following in your own words.

Colonies	• <i>territories or countries controlled by another country</i>
Imperialism	• <i>the control of one country by another</i>
Empire	• <i>all the colonies of an imperial nation</i>
Propaganda	• <i>the maintaining of a purposely one-sided point of view, with the aim of convincing people to follow a certain course of action</i>
Arms race	• <i>a competition among nations to see which one can have the most military weapons</i>
Alliance	• <i>an agreement between nations to come to each other's aid if certain agreed-to conditions should occur, for example, an alliance may be for the defence of nations in the case that any of them are attacked by a common enemy</i>
Economic rivalry	• <i>competition among countries for control of markets for their products or for sources of raw materials</i>
Nationalism	• <i>feelings of loyalty of a group of people living in a specific area, speaking the same language, following the same customs, and having the same traditions</i>

Section 3: Activity 6

1. Identify the labelled parts of the trench shown in the diagram.



- a. *parapet*
- b. *barbed wire*
- c. *firestep*
- d. *duckboards*
- e. *drainage ditch*
- f. *dugout*
- g. *sandbags*
- h. *parados*

2. Define each of the following terms in your own words.

Going over the top • *going out of the trench to attack the enemy*

Shell shock • *a condition resulting from exposure to continuous shelling; the symptoms being a nervous twitch, constant shaking, constant clawing of the mouth with the hands, a dazed stare, appearance of deafness, and inability to speak*

Trench foot • *swelling of the feet as a result of staying in water for long periods of time (days)*

Catch a blighty one • *getting wounded badly enough to require being sent home, but not badly enough to cause permanent injury*

Blighty • *Britain*

No-man's-land • *the area between one side's trenches and the other side's trenches*

3. Why was the machine-gun a very effective weapon?

With machine-guns soldiers could be shot more easily than with rifles that fired only one shot at a time. Also, one didn't have to aim as accurately to do a lot of damage.

4. List three other weapons used in World War I.

Answers may contain any three of the following:

- *grenades*
- *airplanes*
- *tanks*
- *heavy field guns*
- *airships*
- *submarines*

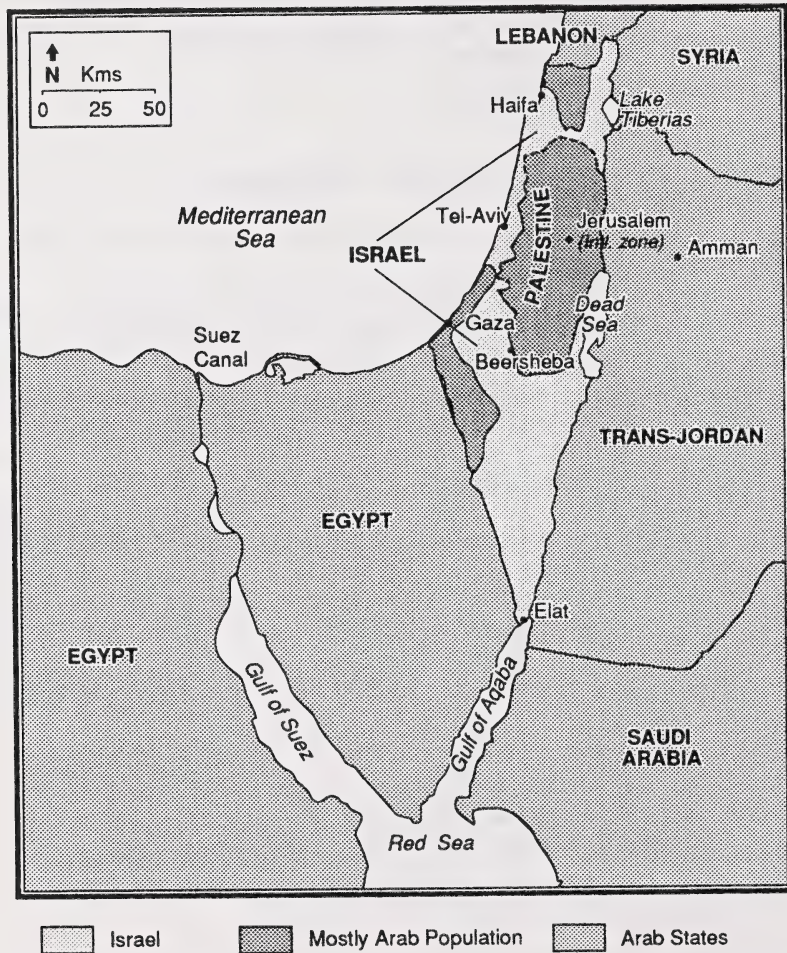
Section 3: Activity 7

For each of the following, select the best answer. Place the letter corresponding to that choice in the space to the left of the question.

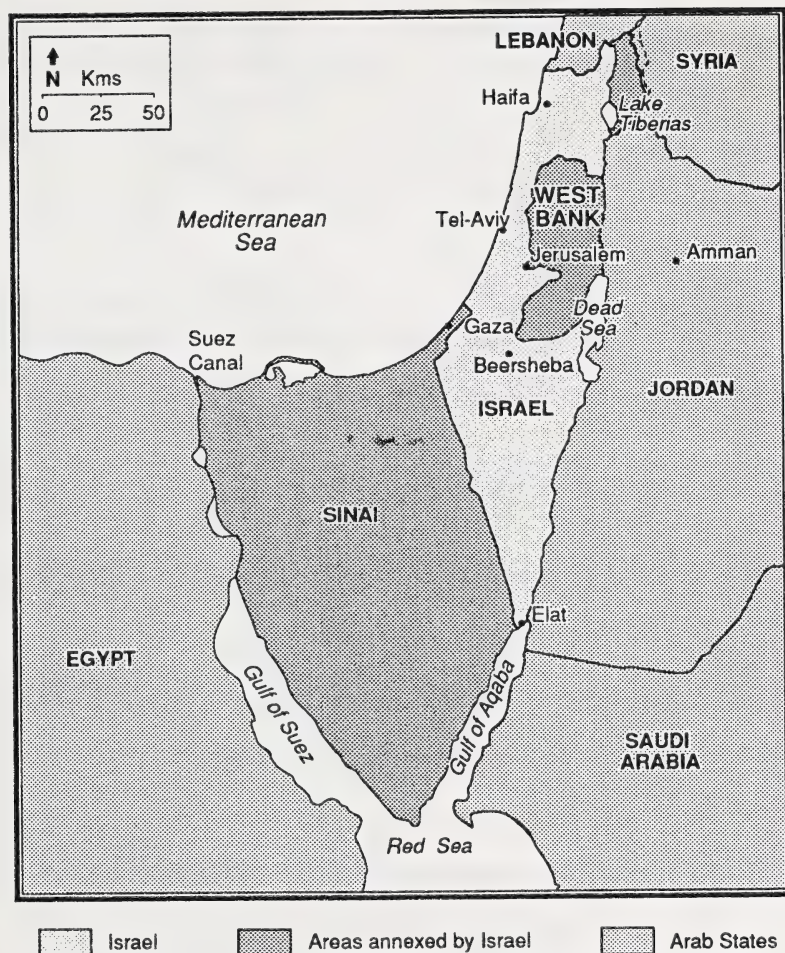
- b** 1. The state of Israel was founded in
- a. 1918
 - b. 1948
 - c. 1977
- c** 2. Which people are most opposed to the existence of Israel?
- a. the Egyptians
 - b. the Russians
 - c. the Palestinians
- b** 3. President Sadat of Egypt visited Israel in
- a. 1948
 - b. 1977
 - c. 1985
- a** 4. The thing most important to Israel is
- a. its sovereignty
 - b. its ties to the U.S.A.
 - c. its export industry
- a** 5. The most continuous cause of conflict in the Middle East is
- a. the refusal of Israel's neighbours to accept its existence
 - b. the rivalry between Iran and Iraq
 - c. the rivalries of the super powers
- b** 6. The state of Israel was created by
- a. the League of Nations
 - b. the United Nations
 - c. Egypt and Turkey

7. Look at the following maps and answer the questions that follow them.

Middle East in 1948



Middle East after 1967



a. Name the five states surrounding Israel.

- Lebanon
- Syria
- Jordan
- Saudi Arabia
- Egypt

b. How many of the states surrounding Israel are Arab states?

All of them are Arab states (5).

Section 3: Activity 8

1. Who are the Palestinians?

The Palestinians are Arabs who were living in Palestine before the creation of the state of Israel.

2. What is the Palestinians' problem?

The Palestinians are a nation without a homeland.

3. What do the Palestinians want?

Palestinians want a Palestinian state created in which Arabs and Jews can live together as equals. Failing that, they want a mini-Palestinian state created out of the West Bank territory.

4. Could the feelings of the Palestinians be described as nationalism?

Yes, the feelings of the Palestinians fit the definition of nationalism.

Section 3: Activity 9

1. For each of the following, indicate whether the statement is T (True) or F (False).

 T

- a. The *shoguns* were military rulers.

 F

- b. Westerners were kept out of Japan from 1200 to 1630.

 T

- c. The United States signed a trade treaty with the Japanese in the 1850s.

 F

- d. Japan is still a feudal country today.

 T

- e. All classes are equal before the law in Japan.

 T

- f. Japan has a constitutional government.

2. How has industry and modernization changed the educational system in Japan?

- *A new educational system was created.*
- *Most Japanese children attend school.*
- *Secondary schools provide vocational, commercial, and technical skills.*
- *Universities were started, but admit only outstanding students.*

3. Refer to the preceding list of nations and rank all the countries from largest to smallest according to population.

Country	Population
<i>United States</i>	<i>249 million</i>
<i>Japan</i>	<i>123 million</i>
<i>Italy</i>	<i>57.5 million</i>
<i>Great Britain</i>	<i>57 million</i>
<i>France</i>	<i>56 million</i>
<i>Canada</i>	<i>26 million</i>

4. Now rank each country according to gross domestic product per capita. (This refers to how much would be produced for each person, if the yearly production were divided up evenly among the population.) List countries from largest GDP to smallest GDP.

Country	GDP Per Capita
<i>Japan</i>	<i>\$23 730</i>
<i>United States</i>	<i>\$21 974</i>
<i>Canada</i>	<i>\$19 600</i>
<i>Italy</i>	<i>\$15 100</i>
<i>France</i>	<i>\$14 600</i>
<i>Great Britain</i>	<i>\$14 300</i>

5. Where does Japan rank in population?

Japan ranks second in population.

6. Where does Japan rank in per capita GDP?

Japan ranks first in per capita GDP.

Section 3: Follow-up Activities

Extra Help

1. Match the definitions in Column 1 to the terms in Column 2 by placing the correct number in each blank.

	Column 1	Column 2
<u>(3)</u>	a. attack on the enemy trenches	(1) nationalism
<u>(4)</u>	b. Russia, France, and Britain	(2) Triple Alliance
<u>(1)</u>	c. feelings of unity	(3) going over the top
<u>(2)</u>	d. Austria-Hungary, Germany, and Italy	(4) Triple Entente
<u>(6)</u>	e. building of weapons to make a nation feel more secure	(5) economic rivalry
<u>(5)</u>	f. competition for sources of raw materials and new markets	(6) arms race

2. List four new weapons used during World War I.

Answers may contain any four of the following:

- *machine-guns*
- *grenades*
- *airplanes*
- *tanks*
- *heavy field guns*
- *airships*
- *submarines*

3. a. What is the main cause of conflict in the Middle East?

The main cause of conflict in the Middle East is the refusal of the Palestinians and other Arabs to recognize the right of Israel to exist.

- b. The two groups opposed to Israel's right to exist are

The two groups are

- *Palestinians*
- *Arab nations surrounding Israel*

- c. Israel was created in the year 1948.
 - d. The group of people in the Middle East striving to become a nation are the Palestinians.
 - e. The nation attempting to maintain its sovereignty is Israel.
 - f. The Palestinian Liberation Organization (or PLO) is the most important voice of the Palestinians.
4. a. List three steps the Japanese took to modernize their nation in the 1800s.

Answers may contain any three of the following ideas. The Japanese

- *developed new industry and private enterprise*
- *introduced a new educational system for most children*
- *abolished feudalism*
- *made all classes equal before the law*
- *introduced constitutional government*

- b. List three benefits of Japan's modernization.

Benefits of Japan's modernization include

- *Japan presented itself to the world as a modern, independent nation.*
- *Japan gained control over its affairs.*
- *Japan was able to expand beyond its borders by pursuing a policy of expansion.*

Enrichment

1. To what extent can we say that World War I was fought at home (in Canada)? Give some examples to prove your case.

World War I was fought at home to a great extent. It required a total effort by nearly all Canadians.

- *Enough food for export was produced in Canada to feed all the Canadian, French, and British troops in Europe.*
- *Canadian munitions factories supplied over 33 percent of the shells used by Canadian and British troops.*

2. How was the war financed in Canada?

The war was financed by these methods:

- *a tax on business profits*
- *personal income tax*
- *the sale of Victory Bonds*

3. How did the farmers respond to the challenge of war? Give examples to support your case.

Farmers responded to the challenge of war by producing

- *three times as much cheese for export*
- *five times as much pork for export*
- *eight times as much beef for export*
- *twice as much wheat*

Section 3 Assignment

Using the content of Section 3, answer the following questions:

1. List some positive and some negative consequences of nationalism.

Be concrete in your answers (that is, give specific examples).

Answers may vary here.

Some positive consequences could include these:

- *creation of the nation of Israel*
- *ending of feudalism in Japan*
- *Japan's rise to world importance*

Some negative consequences of nationalism could include these:

- *the lack of a homeland for the Palestinians due to Jewish nationalism*
- *the continual fighting in the Middle East between Israel and the Arab nations*

2. Write a short essay of at least 150 words on this topic:

To what extent should nationalism be encouraged?

In this essay you must take a position on the issue and then use examples to back up your point of view. Your answer to the previous question should help you supply examples.

Present your answer in proper essay form, complete with introduction, body, and conclusion. Give your essay a title.

The essay should reflect a knowledge of the content of this section. Students should have taken positions on the topic and have offered some examples to defend their positions. Their answers should be presented clearly in proper essay form.

Final Module Assignment

Using the contents of the Module for reference, write an essay of at least 200 words to answer this question:

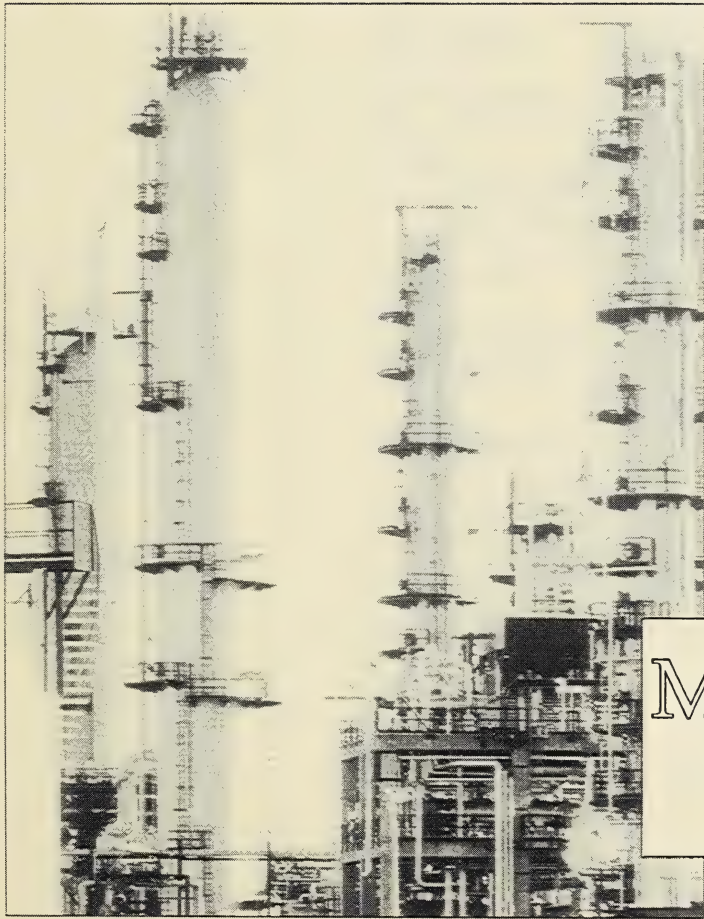
How did nationalism develop in Europe?

Present your answer in proper essay form, complete with introduction, body, and conclusion. Give your essay a title.

Students should outline the factors leading to the rise of nationalism in Europe and show how each contributed to that rise. Mark for specific examples and quality of argument. Students should demonstrate a sound understanding of how nationalism became a force in European history, and should present their answers in proper essay form.

Social Studies 23

Industrialization



Learning
Facilitator's
Manual

Module
2



Distance
Learning

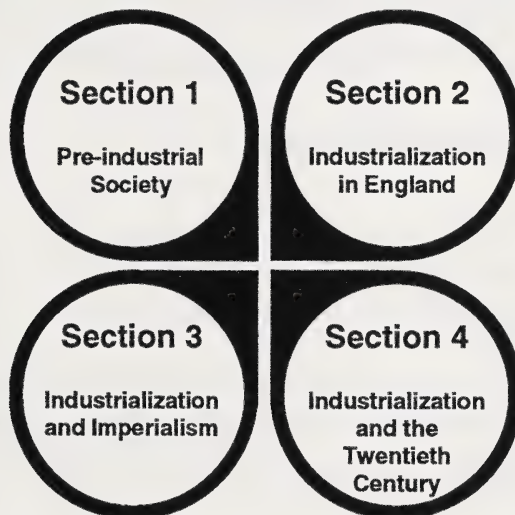
Alberta
EDUCATION

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Module 2: Industrialization – Overview

This module focusses on industrialization. It compares pre-industrial societies to industrialized ones, it examines the Industrial Revolution in England and its relations to imperialism, and it looks at the impact of industrialization in the twentieth century.

Module 2 Industrialization



Evaluation

The evaluation of this module will be based on four assignments as follows:

Section 1 Assignment	25 %
Section 2 Assignment	25 %
Section 3 Assignment	25 %
Section 4 Assignment	25 %
TOTAL	100 %

Please Note:

- There is an alternative activity based on a video program that you may wish the students to do. It is Activity 3 in Section 3. If you plan to use it you may want to order Show 2, *Days of Future Past*, of the *Paths of Development* series, at this time.
- For Activity 2 of Section 4 students may write to the embassies of some of the recently industrialized countries, such as South Korea, Mexico, or Brazil. They could explain that they are doing research on industrial and technological development in those countries and could ask for information in these areas. They could also request the names and addresses of major industrial companies they could write to for additional information. This project would need to be started early in the semester, since it could take weeks to get any responses.

Section 1: Pre-industrial Society

Key concepts

- pre-industrial society
- social hierarchy
- social class

Section 1 introduces students to the topic of industrialization. It should help students understand the impact industrialization has had on the world by allowing students to see what the world was like before the Industrial Revolution. This section should help students understand the characteristics and economics of pre-industrial societies.

Section 1: Activity 1

1. List five characteristics of a pre-industrial society.

Any five of the following characteristics of a pre-industrial society may be mentioned:

- *societies are rural*
- *agriculture is important*
- *people are largely self-sufficient*
- *simple technology*
- *limited manufacturing*
- *few occupations*
- *poor transportation*
- *people often superstitious*
- *little formal education*

Other answers may be acceptable.

2. A number of statements follow. Decide if each statement describes a pre-industrial or an industrial society. Decide if the statement describes Canada.

If the statement describes a pre-industrial society, place a check in the right-hand column. If it describes an industrial society, place a check in the left-hand column.

Write the letter C beside any statements that sound like Canada.

Industrial	Statement	Pre-industrial
<u>✓ C</u>	• There are large factories and businesses.	_____
<u>✓ C</u>	• Many people have saved money they can invest.	_____
_____	• Humans or animals supply power to run most machines.	<u>✓</u>
<u>✓ C</u>	• There are many different occupations.	_____
_____	• Most people are farmers.	<u>✓</u>
<u>✓ C</u>	• Electrical power is used.	_____
<u>✓ C</u>	• There is wide use of computers.	_____
_____	• Most people live in the country.	<u>✓</u>
_____	• People are self-sufficient.	<u>✓</u>
_____	• Agriculture is the most important industry.	<u>✓</u>
_____	• There is wide use of simple hand tools.	<u>✓</u>
<u>✓ C</u>	• People purchase most things they need.	_____
_____	• There is limited production.	<u>✓</u>
_____	• Travel is limited.	<u>✓</u>
<u>✓ C</u>	• There is a large educated population.	_____

Section 1: Activity 2

In the following, choose the letter of the answer that best completes the statement or answers the question. Write your choice in the blank to the left of each question.

- d 1. Which class in the feudal system was most apt to own land?
- a. peasants
 - b. apprentice craftsmen
 - c. journeymen craftsmen
 - d. high-ranking clergymen
- d 2. The highest-ranking class in the feudal system was made up of _____.
- a. peasants
 - b. craftsmen
 - c. gentry
 - d. landed nobility
- e 3. The largest feudal class was the _____.
- a. craftsmen
 - b. middle class
 - c. gentry
 - d. landed nobility
 - e. peasants
- c 4. The largest class in Canada today is the _____.
- a. upper class
 - b. lower class
 - c. middle class
 - d. craftsmen
- c 5. Bankers, merchants, and craftsmen in the feudal system would fit into the _____ class in modern Canada.
- a. upper
 - b. lower
 - c. middle
 - d. gentry

6. Think about the following situation:

Imagine that almost all money in Canada was destroyed one night. People woke up to find that there was not enough money to pay their taxes. They had enough money to only cover the costs of food and housing. Unfortunately, no more money could be made.

You are a political leader. Your task is to decide how to maintain the current level of total government services, police protection, and military protection when there is no money to pay the salaries of the people in those fields of work.

You may want to discuss these questions with a friend, classmate, or relative. Jot down in point form any ideas you have. There are no right or wrong answers. This activity is designed to get you thinking about how an almost cashless society could function.

- a. How would you make sure roads, bridges, and public buildings were repaired, maintained, and cleaned? How would you make sure people will do these jobs when you cannot pay them salaries?

This is an opinion question. Any personal opinion is acceptable. It might be necessary to have people pay tax with their labour, since there is no money to pay taxes. That means people would give hours of work or service instead of paying tax. Such a system might be similar to that of feudal societies.

- b. How would you provide police and military protection? How would you make sure that people will do these jobs when you cannot pay them salaries?

This is also an opinion question. Any personal opinion is satisfactory. It might be necessary to draft people to serve in the military when there is a risk of being attacked. People may have to act as police constables as a part-time, volunteer job.

Teaching Suggestions

- The activity questions could be used for a classroom discussion. Students could brainstorm for ways to run a cashless society.
- Students could be divided into groups, with each of the groups constructing a model based on one of the better ideas discussed. The model could show the social structure and how taxes and services would be offered.
- Students could role-play members of the cashless society they created. The students could give short talks of a minute or two telling how they feel about their role or position in the cashless society they created.

7. Imagine that you are living in pre-industrial England. The feudal system is in force. You are a peasant. Write a couple of sentences explaining how you would feel about each of the following:

- a. the high-ranking clergy and the nobility

Many peasants would probably dislike the high-ranking clergy and the nobility. They might dislike the high-ranking clergy because such clergy were often very wealthy and corrupt.

Any defensible opinion is fine.

- b. the free work you have to do for the lord of the manor

Many people today hate paying taxes. The peasants probably felt the same way about doing free labour for the lord of their manor.

Any defensible opinion is satisfactory.

- c. the lack of freedom to live and work any place you want

This situation might have angered some peasants. However, it was their way of life. They might have found this easier to accept than modern Canadians would since this society has known freedom and this society places a high value on personal freedom.

Differing opinions are acceptable.

8. Imagine that you are living in pre-industrial England. The feudal system is in force. You are a member of the nobility. Write a couple of sentences explaining how you feel about serfs.

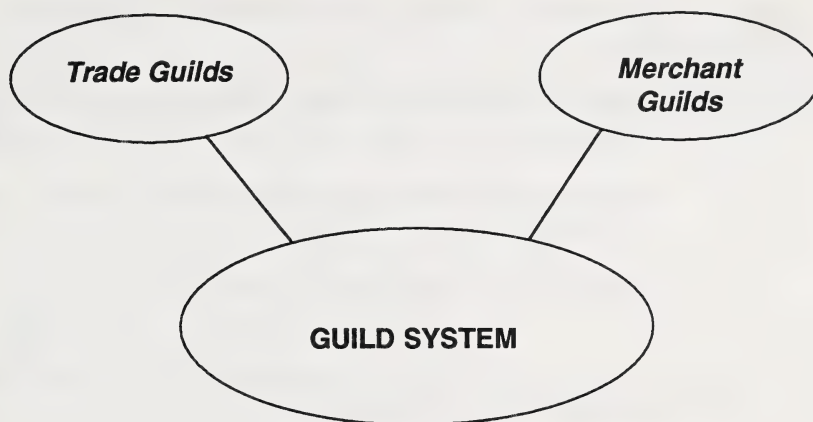
This is another opinion question. The nobility might feel the serfs did not deserve any better. They would probably point to the benefits and the advantages the serfs got from feudalism.

Teaching Suggestions

- After the students have read about the social and economic system of feudal and pre-industrial England, you may wish to have them write a short paper comparing their cashless society with the cashless society of feudal England or the developing pre-industrial society. They could give the advantages and disadvantages of each system. They could choose the system they feel is superior.
- Students could role-play members of the various classes of feudal or pre-industrial England.
- The activity questions could be used as discussion topics.

Section 1: Activity 3

1. What are the types of guilds? Write them in the blank egg-shaped pods in the following diagram.



2. In what way is a guild similar to a trade union?

Guilds and unions both restrict membership. Both try to ensure that their members will get high wages for their work.

3. What are the advantages and disadvantages of guilds? List them in point form in the chart.

Advantages	Disadvantages
<ul style="list-style-type: none"> • <i>Guilds helped members make more money from their work or from what they sold.</i> • <i>Guilds protected local workers from outside competition.</i> 	<ul style="list-style-type: none"> • <i>Guild members tried to hold a monopoly to drive the prices up.</i> • <i>Guilds kept people from being able to buy the cheapest product available.</i>

Teaching Suggestions

- Students could discuss the pros and cons of trade unions and professional associations in Canada. That may help them think of additional advantages and disadvantages of the guilds.

Follow-up Activities

Extra Help

Choose the letter of the answer that best completes the statement or answers the question. Write your choice in the blank.

- d 1. Country X needs 200 000 new cars a year. Which situation would result in cars having the highest prices?
- a. Factories produce 400 000 cars for country X.
 - b. Factories produce 275 000 cars for country X.
 - c. Factories produce 200 000 cars for country X.
 - d. Factories produce 150 000 cars for country X.
- d 2. Country Y needs 75 000 new television sets a year. In which situation would people who make TVs likely make the most money?
- a. Factories produce 150 000 TVs for country Y.
 - b. Factories produce 100 000 TVs for country Y.
 - c. Factories produce 75 000 TVs for country Y.
 - d. Factories produce 60 000 TVs for country Y.
- d 3. Country Z needs 125 000 teachers. In which situation would teachers be most apt to be unemployed?
- a. Country Z has 75 000 teachers.
 - b. Country Z has 100 000 teachers.
 - c. Country Z has 140 000 teachers.
 - d. Country Z has 150 000 teachers.

Enrichment

Do one or both of the following activities.

1. You will require your own materials for this activity.

Take several sheets of typing paper. Draw a series of at least three cartoons showing the daily routine and work of a serf. Write a short paragraph of two or three sentences below each cartoon explaining how the cartoon illustrates the daily work of a serf.

Students' cartoons could show serfs doing things such as the following:

- *working in their own fields*
- *working the fields for the lord of the manor*
- *repairing roads in the manor*
- *serving in the military for the lord of the manor*

Students should briefly explain why a serf would be doing the activity and how this was a common activity for serfs to do.

2. Space is provided for this activity.

Go to your school or town library. Check the card catalogue for books on English or French history. Find at least two books on this topic. Look in the index under feudalism, guild, Middle Ages, or medieval.

One of the books you can use is an encyclopedia. Look under feudalism, guild, Middle Ages, or medieval.

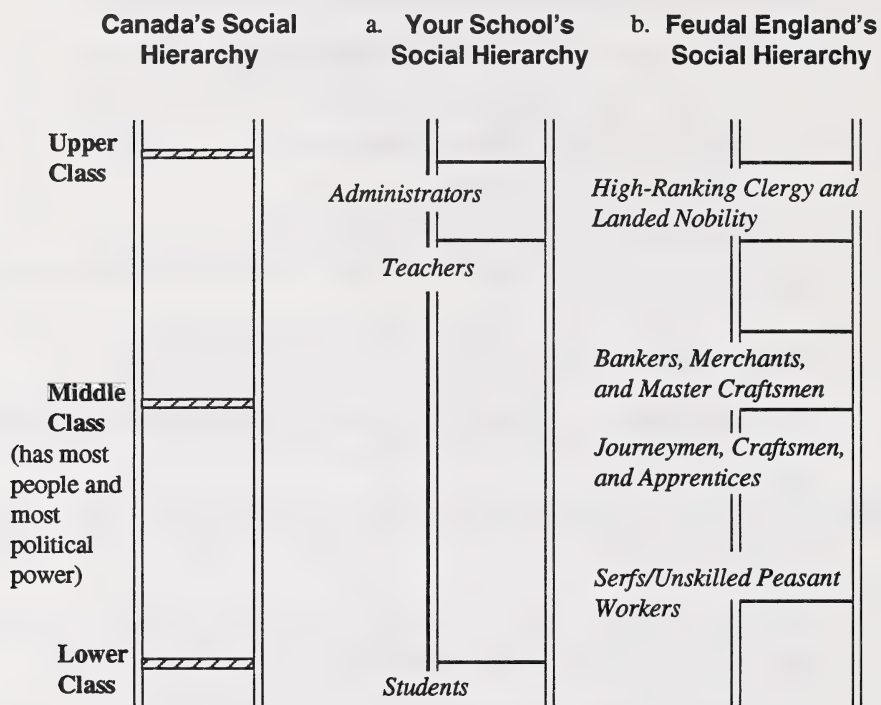
Read about pre-industrial life. Provide the information requested in the appropriate spaces. In point form, jot down some things you learned from your research.

If you have any difficulty finding books or information, ask your librarian or teacher for help.

Any two books are satisfactory. Any information the student learned is fine too. A librarian, teacher, friend, or relative could double-check the answers. (For each book, the author's name, the book's title, the date of publication, and the name of the publisher should be listed.)

Section 1 Assignment

1. a. What are the social classes in your school? Draw rungs on the appropriate ladder and place the social classes where they fit on the ladder. Classes included should be students, teachers, and administrators. Additional classes can be included.
- b. Now draw rungs on the appropriate ladder where the social classes of feudal England would be positioned. Label the different classes.



Students may choose to break the classes in their school into subclasses. They may decide to add subclasses for nonteaching staff members, for different levels of administration, and for students in different academic routes. Any reasonable charts should be accepted.

Students can indicate the social hierarchy for rural feudal England or urban feudal England, or they can combine them as shown in the diagram.

- c. Which social hierarchy is more like that of your school, Canada's hierarchy or feudal England's hierarchy?

Explain how the hierarchy you chose is like your school's hierarchy. Compare its most powerful class and its most numerous class with the hierarchy at your school.

Students will probably see that the structure of their school is much more like that of feudal England than it is of Canada. In feudal England and in their school, the class with the most people in it has the least power. In Canada, most political power is held by the middle class. In feudal England and in a school setting, the class with the greatest power has the least members.

Any other answers that sound reasonable or that the student can defend are acceptable.

2. In what ways does a pre-industrial society differ from Canadian society? Explain at least four differences.

Pre-industrial societies are rural, agricultural, self-sufficient, have low production, have simple technology, and have few occupations. Some pre-industrial societies do not have much money. Pre-industrial England was hierarchical.

Canada is urban, industrial, and dependent on trade, has complex technology, has high production, and has many occupations. Canadians are not self-sufficient. Canada is not a very hierarchical society.

3. Describe the feudal economic system.

The manor was the basis of the feudal economic system. The economy of the manor was based mainly on labour because there was not much money. People paid taxes with labour. Their labour paid the taxes that supported a military, the courts, and police.

Section 2: Industrialization in England

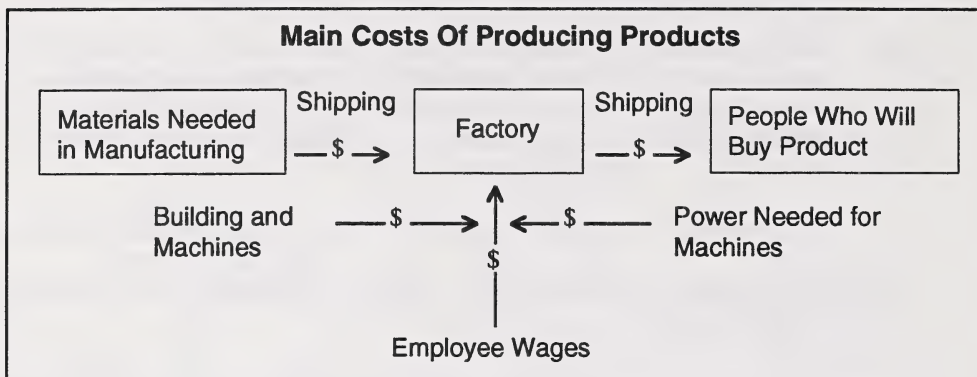
Key Concepts

- industrialization
- urbanization

This section takes a look at the Industrial Revolution as it occurred in England – its causes and its effects on the life of the English people; phenomena such as urbanization, the development of labour unions, and the rise of new political attitudes are all examined.

Section 2: Activity 1

Use the following chart to answer the questions. You may want to discuss the questions with a friend, a classmate, or a relative.



- Using the diagram, list the things needed to make a product.

The things needed to make a product include the following:

- materials
- buildings
- machines
- employees
- power
- a means of shipping materials to and from the factory

- What are the main costs of making a product? List as many costs as you can find in the diagram.

The main costs in making a product include the following:

- buildings
- machines
- wages
- power
- materials
- shipping

- Where would be a good place to locate a factory if you were trying to keep the total cost of shipping low? Keep in mind costs of shipping both to and from the factory.

If one wanted to keep the cost of shipping fairly low, the factory would be best located in an area that is close to the raw materials and close to a major city where one can sell the product.

4. Where would be a good place to locate a factory if you wanted to keep the cost of hiring workers low?

If one wanted to keep the cost of hiring workers low, one would want to locate the factory close to a major city. That would give one a large group of workers to choose from.

5. Where would be a good place to locate a factory if you wanted to keep the cost of power fairly low? Assume you must be very close to where the power is produced.

To keep the cost of power fairly low, one would want to locate a factory close to a source of power. That would mean one would want to be close to an electrical plant, a coal mine, or a natural gas plant. During the Industrial Revolution many factories were located by rivers or close to coal mines so they could use water power or steam power.

6. Describe an ideal location, a location that would keep all of the costs of making products fairly low.

An ideal place to locate a factory would be where one would be close to the raw materials, close to a source of power, and close to a major population centre, which would provide both people to work in the factory and a market for finished goods.

Teaching Suggestions

- Students could write to the Chambers of Commerce of a number of major cities in Canada. They could ask the Chambers to send them information on the advantages of locating a manufacturing plant in their community. The information they receive may contain some of the reasons the Industrial Revolution first started in England.
- Students could do a map assignment of England. They could locate the areas where major coal and metal deposits are found in England. They could check to see if the deposits of the valuable ores and coal are close to industrial cities.

Section 2: Activity 2

1. Locate the listed cities on a map of England. Label each city's location on the following map.

Manchester
Leeds

Middlesbrough
Liverpool

Birmingham
Bristol

Sheffield
London



2. List the cities that are located

- a. by a river

The following cities are located by a river: London, Bristol, Leeds.

- b. by the sea

The following cities are located by the sea: Liverpool, Bristol, Middlesbrough.

- c. by a canal

The following cities are located by a canal: Manchester, Birmingham, Sheffield, Leeds, Liverpool, London.

3. Why are many major English cities located by canals, rivers, or the sea? Why were canals, rivers, and the sea important to the growth of industries and cities?

Many major English cities are located by canals, rivers, or the sea because canals, rivers, and the sea offer good methods of transportation. Heavy loads of raw materials or finished products can be shipped by sea, rivers, or canals. Cities on major rivers or by the sea can easily ship their products to other countries. Rivers also offer industry a source of power to run the machines.

Section 2: Activity 3

1. Judging from the maps, did the population of England increase or decrease between 1700 and 1900?

Hint: Look at the size of the darkly-shaded areas on each map.

The population of England increased. One can tell that by comparing the size of the darkly-shaded area on each map. In the map of England in 1900, the portion of England with a high population concentration is much larger than it was in 1700.

2. What was the general population trend? Were people usually moving away from the cities to live in the country, or were people generally moving from the country to the cities?

Hint: Compare your map of cities in England to the population density maps.

People were moving to the cities and towns. The urban area of England increased. One can tell that by the decrease in the size of the dotted area, where fewer than one hundred people lived per 2.6 km^2 . One can also tell by the increase in the size of the black area. The area with a high population concentration increased.

Teaching Suggestions

Students could divide into teams and debate child labour. One side could represent industry and could give reasons why child labour should continue as a benefit to society. The other side could present reasons why child labour should be prohibited.

3. Imagine you have just visited a nineteenth-century factory where children work. Write a letter to the newspaper complaining about the working conditions you saw and the use of child labour.

Your letter, in a couple of paragraphs, should say how you feel about child labour and why you are opposed to it. Material from the previous interview may help you defend your position.

Letters should have a short introduction that states opposition to child labour. Then students should outline why they are opposed to child labour. They should have a couple of reasons why they feel as they do.

Each reason for being against child labour should be supported with a fact. For example, it could be said that children are working longer hours than is healthy for them to work. This could be supported with the testimony given by Matthew Crabtree in the notes (If children are so tired they must be lifted out of bed to wake them up, they have been working too long).

4. Imagine that you are living during the Industrial Revolution. Only a few people own factories and land. Everybody else is poor. Factory owners do not pay employees enough. Most people live in filthy houses, have poor health, and die young.

You want to end this misery. Your goal is to improve the living and working conditions of poor workers.

Your friends have suggested the following solutions:

- The government takes all land and factories and runs them in such a way as to help poor workers.
- The poor workers revolt, throw the government out, kill the rich, and take over the land and factories.
- Factories operate as cooperatives, with workers and former owners owning equal portions of the factory.
- The problem will solve itself. There are a limited number of employees. Eventually, factory owners will have to pay better wages, or the employees will go to work for somebody else.

You may wish to discuss the following questions with a friend, a classmate, a teacher or a relative before answering.

- a. List two options other than the ones already suggested.

Any personal opinion is acceptable. Students may wish to compare their answers with those of other students, or discuss them with a friend, relative, or teacher.

- b. Which option do you think is best? Defend your choice.

Any personal opinion is satisfactory. The choice must be defended.

- c. Would you consider using force to make sure workers are able to have a decent standard of living? If you would use force, what kind of force would you use?

Again, any personal opinion is acceptable.

Teaching Suggestions

- The class could be divided into three or four groups. Each group would be assigned the task of defending one of the suggested solutions.
- Students assigned to groups 1 or 3 could research socialism. They would study the philosophy of socialism and could present an oral report on socialism, explaining how it would solve the problems seen during the Industrial Revolution.
- Students assigned to group 2 could do a similar report on communism.
- Those assigned to group 4 would do a report on liberalism or laissez-faire government.
- If students have interesting solutions of their own, they could defend those ideas, too.

- a 5. Mr. Savard is a biology teacher. He does not like to make many rules for his classroom. He feels students are able to decide for themselves what kinds of behavior are good in a classroom.

Which political philosophy is closest to the way Mr. Savard runs his classroom?

- a. liberalism
- b. conservatism
- c. socialism
- d. communism

- c 6. A well-known British socialist was _____.
- a. Adam Smith
 - b. Karl Marx
 - c. Robert Owen
 - d. Laissez-Faire
- c 7. The political philosophy that came about because of the French Revolution was _____.
- a. communism
 - b. socialism
 - c. conservatism
 - d. Marxism

Follow-up Activities

Extra Help

- c 1. Over 3800 new welders are needed to replace those who will leave welding this year. About 1800 new welders entered the trade this year.

What is most apt to happen to the wages of welders?

- a. There will be a tendency for welders to take cuts in wages.
- b. There will be a tendency for welders' wages to stay the same.
- c. There will be a tendency for welders' wages to increase.

- a 2. There is a need for about 250 000 new cars each year. The new cars are needed to replace old cars and for first-car purchasers. The auto industry has produced 480 000 new cars.

What is most apt to happen to the price of cars?

- a. There will be a tendency for the price of new cars to be reduced.
- b. There will be a tendency for the price of new cars to increase.
- c. The price of new cars will not be affected at all.

Enrichment

Imagine you were living when this testimony was given and that there are no child-labour laws. Employers can treat children any way they want! Some children are crippled or injured as a result of poor working conditions.

Your job is to create child-labour laws. You do not have the power to eliminate child labour; you can only recommend a few laws to help protect children who are working.

Outline three or four laws you feel would help protect the health and welfare of child workers.

Example: Limit the hours children can work to _____ hours a day.

Answers will vary but should reflect concern for the well-being of the child.

A few labour laws that could help children are as follows:

- *Limit the hours a child can work to eight hours a day.*
- *Limit the hours a child can work to forty hours a week.*
- *Require employers to pay children overtime at twice the normal rate if a child works over eight hours in a day or forty hours in a week.*
- *Require employers to give children half an hour off for lunch.*
- *Require employers to give children a break of at least ten minutes for every four-hour period they work.*
- *Do not allow children to work in industries where the accident rate is high.*

Section 2 Assignment

1. What do you feel was the worst problem that resulted from the Industrial Revolution in England? Defend your choice.

Any student's opinion that is defended should be acceptable.

2. What do you feel was the best result that came from the Industrial Revolution in England? Defend your choice.

Any student's opinion that is defended should be acceptable.

3. The year is 2459. You have been assigned to a distant planet. You are to help the planet industrialize. The planet is like earth before the Agricultural Revolution. People hunt, gather food, and have only simple tools.

Changes in the areas listed must be made before industrialization can take place.

Choose any **two** areas and answer these questions:

- What must be done in each area so industrialization can take place?
- How will changes help industrialization take place?

Areas

- agriculture
- technology
- transportation
- power supplies

Agriculture

Agricultural methods must be improved. New technology must be developed in agriculture. The new technology must improve the agricultural production. More food must be produced by fewer people. People must be able to be freed from hunting, gathering, and farming so they can work in industries.

Technology

Technological development will allow machines to be made for use in the factories. It will also allow agricultural development that is necessary so people can be freed from food gathering and can work in factories. New power sources must be developed because large factories and machines cannot be powered by human and animal strength alone. Transportation must be improved so goods can be moved to the consumer and so raw materials can be moved to the factories.

Transportation

Transportation methods must be improved. The use of human or animal strength is not adequate to move large supplies of raw materials to factories nor large supplies of finished products to consumers.

Power Supplies

New power supplies must be developed. The use of human or animal muscles will not be adequate to power large machines in factories.

Section 3: Industrialization and Imperialism

Key concept

- imperialism

Section 3 gives students an understanding of how industrialization has changed international relations. The section should help students see that imperialism has been a major force in international relations.

Section 3: Activity 1

1. Imagine that you are the ruler of an industrial power just after the Industrial Revolution. Which cause of imperialism would you consider to be the most important reason for your country to become an imperial power? Give reasons for your answer.

Any defensible opinion is satisfactory. It would be likely that prestige, political pressure, or economics would be the strongest factors. Many historians feel economic reasons are usually the most important.

2. Assume that the following situation takes place:

The Jamaican government is thinking of passing a law that would hurt a Canadian multinational company. The Canadian company pressures the Jamaican government not to pass the law. The Canadian government also pressures the Jamaican government not to pass the law.

Is the action of the Canadian government imperialistic? Defend your answer.

If students feel the policy is imperialistic, they could refer to the definition of imperialism. The action could be imperialistic in that it is a case of one country trying to control the economy of another country.

If students feel the policy is not imperialistic, they could defend their position by pointing out that Canada is not trying to control all of Jamaica's economy and that Canada is not trying to control the political system or the military of Jamaica.

Teaching Suggestions

Discuss the hypothetical case of the Canadian government pressuring a foreign government to alter its stand on a particular issue. Many people do not want to admit their own country could be involved in imperialistic activities from time to time. A discussion of a hypothetical case could help students understand that imperialism is still a major world force.

Section 3: Activity 2

1. a. Judging from the preceding maps, was imperialism in Africa increasing or decreasing between the 1880s and the early 1900s?

Imperialism was increasing between the 1880s and the early 1900s. One can tell this by comparing the white area on each map. The white area, or the area that was independent, is much smaller in the map of Africa in 1914.

- b. Judging from the maps, what was happening to the power of independent African societies between the 1880s and the early 1900s?

The power of independent African societies was decreasing between the 1880s and the early 1900s. The white, or independent, area decreased a lot in this period. This shows that the independent societies did not have much military power.

2. What were the two largest imperial powers in Africa?

- Britain
- France

3. List two imperialist actions European countries took in China.

Any two of the following imperialist actions taken against China may be listed:

- Opium Wars were fought.
- European military action crushed the Boxer Rebellion.
- Parts of China (e.g., Hong Kong) were colonized.
- Trading ports were created in China.
- Westerners living in China were able to live by western law.

4. What did European countries do when their economic interests in China were threatened?

When the interests of European countries were threatened in China, they took military action against China. This was the case with the Opium Wars.

Teaching Suggestions

Students could write a position paper or could discuss the following questions:

- Is it right for countries to use military action to protect their economic interests?
- Is it right for countries to use military action to protect their economic interests if it prevents a major depression at home?

Section 3: Activity 3

1. Choose **one** of the statements that follow and defend it. Write a short essay with two or three paragraphs defending your position. Your essay should include several specific examples to support your opinion.

- Colonialism did more harm than good.
- Colonialism did more good than harm.
- Colonialism had good and bad results.

The introduction of the essay should state the student's position about colonialism. Students should have two or three major arguments to back up the position. The major arguments could be developed into full paragraphs. Each argument should be supported by a fact or an example or two.

A classmate, friend, relative, or teacher may review the student's essay. These people could give the student some feedback on sentencing and paragraphing.

Teaching Suggestions

Students could debate these positions:

- Colonialism caused more harm than it did good.
- Colonialism did more good than it caused harm.

2. If you have access to the video program *Days of Future Past*, which is Show 2 of the *Paths of Development* series, you may complete this question.

Section 3 has considered relationships between industrialization and imperialism. The video looks at the effects of colonialism on the histories of three countries – Malaysia, Peru, and Niger. The following chart compares the experiences of the three countries. Fill in the spaces for each country according to the factors listed in the left column.

Answers are given in the following chart.

	Malaysia	Peru	Niger
What was the first imperialist country? When?	<ul style="list-style-type: none"> • Portugal • early 16th century 	<ul style="list-style-type: none"> • Spain • a few hundred years ago 	<ul style="list-style-type: none"> • France • 1900
What was the time period for the struggle for independence?	1920 to end of WWII	1780–1821	1900–1960
What were the means of conquest?		military force and starvation	military force
What were the goals of the imperial countries?	trade and control of sea lanes	gold and silver	cash crops, markets, forced labour
What were the imperialist contributions to the colony?		civilization and religion	white (French) culture
How were the people controlled?	by traditional rulers	military force	military force
Were outsiders brought in as labour force? Who?	<ul style="list-style-type: none"> • Yes • Indians and Chinese 	No	No
Was there a new colonial power in country? Who? Why?	<ul style="list-style-type: none"> • Yes • Britain • rubber and tin 	<ul style="list-style-type: none"> • Yes • Britain • sugar production 	No
When was independence obtained?	1957	1821	1960
Was there a violent or armed revolution?	No	Yes	No
Did political freedom mean economic independence?	<ul style="list-style-type: none"> • No • Foreign control is a problem. 	No	<ul style="list-style-type: none"> • Perhaps • The nation is very poor.

3. List three changes brought about by imperialism.

Any three of the following changes may be mentioned:

- *social and cultural changes*
- *economic changes*
- *slave trade*
- *international relations changes*
- *nationalism and tribalism*
- *political changes*

Section 3: Follow-up Activities

Extra Help

1. The major reasons for imperialism are listed here. Circle the reasons that appear in the preceding paragraph.
 - a. Economic -- desire for raw materials or markets for products
 - b. Religious/Humanitarian -- desire to help people or to convert people to a certain set of values or a certain religion
 - c. Military/Political -- desire for control of important areas of the world
2. What other reasons are given in the article for British imperialism?

Other reasons given in the article are the following:

- *the desire to populate the world with British people*
- *having English become a major language in the world*
- *having English culture spread through the entire world*

Enrichment

1. What disadvantage did the author see in imperialism?

The author felt imperialism cost Britain a lot of money. He felt the colonies were expensive to conquer, defend, and police.

2. Who did the author feel made money from imperialism?

The author felt that the companies that manufactured supplies such as guns, ammunition, and warships for the military made a lot of money from Britain's imperialist policies. He felt that British manufacturers and shipping companies also profited from imperialism.

Section 3 Assignment

1. Canada has agreed to give foreign aid to Country X if that country meets this condition:

Country X must show that it is not putting people into prison simply because they disagree with the government.

Is Canada's act imperialistic? Defend your answer.

Student opinions are acceptable. Students should support their opinions from the definition of imperialism. In this section, imperialism is defined as one country trying to control the economy, politics, and military of another country.

This action could be considered a non-imperialistic action, too. It can be argued that Canada is not trying to control the economy or the military of the country. The action affects the government (politics) only indirectly. Students could also see this as being a case of protecting human rights and not as an effort to control another country.

2. a. Find a picture or sketch a drawing to illustrate one benefit colonized countries received from imperialism.

Mount your picture or sketch your drawing on the appropriate page. In the space provided explain in a couple of sentences the benefit that resulted from imperialism.

Note: You will **not** be graded on your artistic ability.

Any benefits of imperialism and any reasonable explanations are acceptable if they are well-explained and defended.

- b. Find a picture or sketch a drawing to illustrate one problem that resulted from imperialism.

Mount your picture or sketch your drawing on the appropriate page. In the space provided, explain in a couple of sentences the problem that resulted from imperialism.

Note: You will **not** be graded on your artistic ability.

Any problems of imperialism and any reasonable explanations are acceptable if they are well-explained and defended.

Section 4: Industrialization and the Twentieth Century

Key Concept

- technology

Section 4 should help students understand that industrialization is still having an impact on the world. Students should come to see the profound effects that new technology continues to have on their lives.

Section 4: Activity 1

Complete **one** of the following two questions.

1. Assume that the following has happened:

A scientific discovery has just been made. A substance has been discovered that makes people or things disappear and reappear again. The substance is very expensive. The government is trying to decide if it should allow the substance to be produced. The government is holding public hearings to decide if the product should be produced.

Pretend you are each of the listed people. Write one or two sentences saying how you would feel if you were each person. You may want to discuss with friends, relatives, or classmates how each person would feel.

Following each person is a hint that may help you understand how each person might feel.

Answers will express personal thoughts. What follows may help give additional ideas.

- a. a religious leader

Hint: A religious leader might feel that God is opposed to this.

A religious leader might feel that the power to disappear and to appear again are powers that should be controlled only by God. Members of the clergy might feel that God never intended people to have such powers.

- b. an army general

Hint: A general might feel that the discovery can be used to help defend the country.

An army general might want the product to be used as a military weapon. Military people might fear not having the product if another country's army could use the ability to disappear in time of war.

- c. a police constable

Hint: A constable might fear that the discovery might be used by criminals.

A police constable could see this as being dangerous. The ability to disappear could cause crime to increase. It would allow criminals to have the cover of darkness all the time.

- d. the discovering scientist

Hint: The scientist might think of some of the benefits to society of the discovery.

The discovering scientist might know the dangers and the possible abuses of the product. It is unlikely that the scientist would want production of the product completely banned. The scientist might not mind the use of the product being limited.

2. Assume that the following has happened:

Scientists have discovered a miracle drug that prolongs life. Insects that normally live weeks have lived for years because of the drug. There is a possibility humans could almost live forever with the drug; however, the drug is expensive. Only the very rich can ever afford it. The government is holding public hearings to decide if the product should be produced.

Pretend you are each of the listed people. Write one or two sentences saying how you would feel if you were each person. You may want to discuss with friends, relatives, or classmates how each person might feel.

Following each person is a hint that may help you understand how that person might feel.

Answers will express personal own thoughts. What follows may help give additional ideas.

- a. a religious leader

Hint: A religious leader might feel that God is opposed to this.

A religious leader might feel that this gives human beings the opportunity to play God. On that basis, members of the clergy could be very opposed to the miracle drug. Christian clergy might be opposed because it might prevent the wages of sin from being death.

- b. a poor person

Hint: Poor people might feel angry because they would never be able to take advantage of this drug.

A poor person might feel that the drug should not be available to anybody unless it is available to everybody. Since only rich people can afford the drug, it would not help anybody but the rich.

- c. a rich person

Hint: Rich people would want to use the drug.

Rich people might want to use the drug. They may feel that they should be able to get the drug because they have been productive members of society. The drug would allow them to continue to contribute to society for a much longer time.

- d. the discovering scientist

Hint: The scientist would probably see many benefits to society if top medical scientists and political leaders could live for hundreds of years.

The discovering scientist could see this as a way to rid society of death. This would be the greatest discovery of all time. It would make the scientist famous and rich. The scientist would probably push very hard for the product.

Teaching Suggestions

- This activity could be the basis for a good classroom discussion.
 - The class could be divided into two large groups. One part would be assigned to each of the groups. The students in each group would number off from 1 to 4. All students with a number 1 would take the role of the first individual listed previously (a religious leader). The same would be done for students in groups 2, 3, and 4.
 - Each small group would discuss how the people they represent would react to the discovery. Then one representative from each small group could present his or her reactions to the class.
- A discussion based on this activity could help the students see that new technology, new medical advances, and new scientific discoveries have advantages and disadvantages. It could also help them see the moral and ethical dilemmas new technology creates.

Section 4: Activity 2

1. List three problems South Korea is experiencing today that are similar to those England faced during the Industrial Revolution.

Hint: You may want to refer back to Section 2 of this module.

Both South Korea and Britain faced the following problems when industrializing:

- *dangerous and unhealthy working conditions*
- *long work weeks*
- *pollution*
- *poor housing conditions*
- *low wages/salaries*

2. What has South Korea gained from industrialization?

South Korea has one of the fastest-growing economies in the world. It has major automobile manufacturing, shipbuilding, and electronics industries. South Korea's economic prosperity is due to industrialization. South Korea has one of the highest rates of education in the world.

Section 4: Activity 3

1. a. What has happened to the number of people working in information-related jobs in Canada in the past fifty years?

The number of information-related jobs in Canada has doubled to 40 percent of all jobs in the last fifty years.

- b. What economic age could this mean Canada is entering?

Canada is thought to be entering the information age.

- c. What will a person need to do to be able to remain employed in a society where an economic revolution is happening?

Many people will have to retrain a number of times during their lives in order to be employed.

2. List the three revolutions discussed in the article.

The three revolutions discussed were the following:

- *the Agricultural Revolution*
- *the Industrial Revolution*
- *the Post-industrial (or Information) Revolution*

Section 4: Activity 4

All of the questions in Activity 4 are personal-opinion questions. The answers given are designed to give a few additional ideas.

1. List at least one more question concerning the problem that you would want answered before making a decision. You might want to brainstorm about possible questions with a friend, relative, or classmate.

These are a few more questions students might want to ask:

- *If people do not like what is happening, can they go back to the way it was before?*
- *How will more industrialization affect the family?*
- *How will society be affected?*
- *Will more industrialization solve some of society's current problems?*
- *What can be done to minimize any harmful results of further industrialization?*

2. List at least one other place where you could find information on industrialization. You might want to brainstorm answers with a friend, relative, or classmate.

These are a few places where students could find additional information:

- *local or school library*
- *business/investment newspapers or magazines*
- *environmental magazines*
- *science or technology magazines*

Students might be able to find information by asking their librarian to do a computer search for magazines and books related to the questions they want answered.

3. Reading the information may have shown you a few solutions to the question, "Should more industrialization be encouraged?" Two solutions are listed for you.

- The development of technology should be accelerated.
- The development of technology should be stopped.

List at least one other possible solution. You might want to brainstorm answers with a friend, relative, or classmate.

Some other possible solutions are these:

- *Slow down the rate of technological development.*
- *Prohibit technology that could cause many people to lose their jobs.*
- *Prohibit technology that would make major changes in the structure of society.*

4. One of the solutions was to stop the development of technology. A few advantages and disadvantages of that solution are shown in the following chart.

List at least one more advantage and one more disadvantage of the possible solution. You might want to brainstorm answers with a friend, relative, or classmate.

A few more advantages and disadvantages of stopping the development of technology appear in the chart that follows.

Stop the Development of Technology	
Advantages	Disadvantages
<ul style="list-style-type: none"> • There would be a more relaxed pace of life. • There would be fewer social changes to cope with. • There would be less unemployment. • <i>There would be more social stability.</i> • <i>There would be reduced strain on social agencies designed to help people cope with change.</i> • <i>There would be fewer complex ethical questions to answer and decisions to make.</i> 	<ul style="list-style-type: none"> • Other countries could overtake Canada's position in the world. • New technology could improve quality of life. • <i>Society would be less productive.</i> • <i>The value of education would not be increased.</i> • <i>If other countries continued developing new technology, Canada could end up being like a Third World country compared to them.</i>

Teaching Suggestions

- A classroom discussion could be a good alternative to this activity.
 - You could present the decision-making model to the class. Then you could take them through the steps, asking the students to brainstorm questions to answer, places to locate information, possible solutions, and the advantages and disadvantages of each solution.
 - After the discussion is finished, students could be asked to do a position paper. In the position paper, they could defend what they feel is the best solution to the problem.

5. Review the possible solutions to the question, "Should more industrialization be encouraged?" and your list of advantages and disadvantages of one of these solutions (refer to the *Stop the Development of Technology* chart).

- a. Which solution do you think is best? In a few sentences, defend your choice.

Any choice is acceptable if it can be defended.

- b. Which solution do you feel is worst? In a few sentences, defend your choice.

Any choice is acceptable if it can be defended.

Section 4: Follow-up Activities

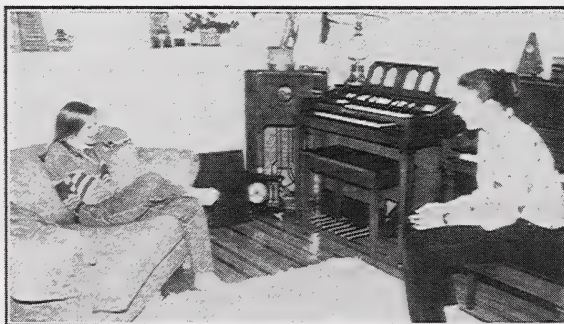
Extra Help

Technology is changing on a daily basis. New discoveries are being made which impact on our society. Individuals and societies have to make decisions as to what kind of technology should be used.

The impact of technology on some countries is far greater than on others. Korean society has been dramatically changed by industrialization and the introduction of technology. Not all the changes are for the good of society.

Industrialized countries are experiencing other changes. There is less emphasis on actual production of goods and more emphasis on information exchange. The rate of change in all countries creates the need for retraining of individuals. This often causes stress and uncertainty.

Technology can be defined as the use of a technical item to reach a goal. Technology helps us reach many goals on a daily basis. We often use technology without even thinking about it.



A typical living room – what examples of technology can you identify?

PHOTO SEARCH LTD.

To get an idea of how commonplace advanced technology is in our lives today, go through the kitchen and living room of your home with a note pad. Write down the examples of technology in your home. Tell what practical purpose each piece of technology serves, for example, the telephone provides fast, easy communication.

Answers will depend upon the student's house. No two houses would be exactly the same. Here are a few examples of technology that may be found in a kitchen and living room:

- *radio – entertainment and information*
- *TV – entertainment and information*
- *video recorder – entertainment*
- *tape deck – entertainment*
- *stereo – entertainment*
- *electronic musical instruments – entertainment*
- *microwave oven – food preparation*
- *self-cleaning oven – food preparation*
- *dishwasher – housekeeping duties*
- *refrigerator – food storage and preservation*
- *freezer – food storage and preservation*
- *food blender – food preparation*
- *toaster – food preparation*
- *air conditioner – climate control/personal comfort*
- *thermostat/heater – climate control/personal comfort*

Enrichment

Technology is one of the forces that has changed societies. It helped change society from pre-industrial to industrial life-styles.

Look through magazines and newspapers for major technological developments that have changed the world. You may want to search through science, mechanics, and news magazines for photographs. Once you have studied some of the changes, pick one area of technology and make a time line showing the changes that have occurred.

Some areas that might be of interest to you are

- cars
- passenger planes
- fighter planes
- communication
 - telegraph
 - telephone
 - radio
 - TV
- computers

Use your own materials for this activity. If possible, photocopy, draw, or find pictures to illustrate the changes.

Talk to senior citizens about some of the twentieth-century changes. Many still remember life without these new innovations.

Any major technological developments that students have found to illustrate are satisfactory. The list here contains a few major technological developments that have really changed the world.

- | | |
|------------------|---------------------|
| • nuclear energy | • rocket |
| • radio | • spaceship/shuttle |
| • telegraph | • television |
| • automobile | • photocopier |
| • telephone | • facsimile machine |
| • steam engine | • computer |
| • gas engine | • robotics |
| • electric motor | • airplane |
| • electricity | • electric light |
| • atomic bomb | • x-ray |

Section 4 Assignment

1. In Section 4, Activity 4, there is a description of a method for solving problems. You are to think about how useful this method is for coming up with solutions to problems.

Is this method useful for finding answers to problems of living or does it only apply to Social Studies classroom questions? State your conclusion and present reasons and examples to explain your response.

Any student opinion is acceptable; mark for exploration. You may wish to give additional help and suggest ways the student could work through the step with less difficulty.

2. How did industrialization affect Britain and South Korea in similar ways?

Britain and South Korea experienced some of the same benefits and problems from industrialization. Both countries became economic powers because of industrialization. The educational system of both countries improved after industrialization. South Korea and Britain had to cope with dangerous and unhealthy working conditions, long work weeks, pollution, poor housing conditions, and low wages/salaries as a result of industrialization. It could be argued that political unrest also resulted in both countries because of industrialization.

3. Do you feel that more industrialization should be encouraged in our society?

In a couple of paragraphs, defend your position. Give specific examples which will support your stand.

Any student opinion is acceptable. This question should be evaluated on the basis of the strength of the support students provide for their position.

Students may take a stand against further industrialization. They may feel that some of the problems of further industrialization, such as unemployment, are not worth the cost.

Students may be in favour of further industrialization. They may point to the benefits of new technology. Students could also point to the danger of Canada's not continuing to industrialize if the rest of the world goes on to further industrialization.

Social Studies 23

Egalitarianism



Learning
Facilitator's
Manual

Module
3



Distance
Learning

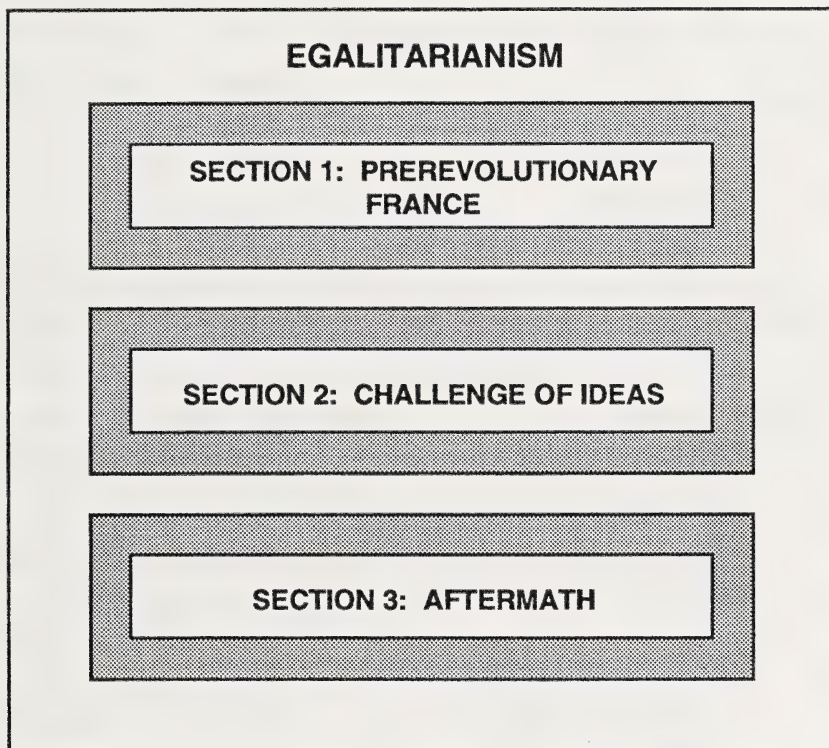
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EDUCATION

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Module 1: Egalitarianism – Overview

This module looks at the development of Canada's present democratic society out of the medieval feudal system. The struggle to establish egalitarian ideas in society, and their extension and development up to modern times, provide the central focus of the module.

Finally, it is hoped that the module will lead students to question the problematic course of equality in a future, postindustrial society.



Evaluation

The evaluation of this module will be based on three assignments and one final module assignment as follows:

Section 1 Assignment	20%
Section 2 Assignment	40%
Section 3 Assignment	10%
Final Module Assignment	<u>30%</u>
TOTAL	100%

Please Note:

There is an alternative activity based on a video program that you may wish the students to do. It is in Enrichment in Section 3. If you plan to use it you may want to order *Great Expectations: Recycling in Alberta*, at this time.

There is also a utilization guide for the program which gives a number of suggestions on the presentation of the video to students. This is available from ACCESS Network.

Section 1: Prerevolutionary France

Key Concepts

- social structure
- social class
- feudal strata

This section investigates the structural nature of human society and explores the social rigidity and immobility of feudal society. It briefly surveys prerevolutionary France and Europe.

Teaching Suggestions

- Students could be divided into two groups and then debate an issue such as whether most NHL hockey players belong to the upper class.
- Students could role play an individual in each economic class. For each class they could answer the following questions:
 - What kind of restaurant would you choose?
 - What would you order?
 - How would you act?
 - What would you wear?
 - Where would you shop for groceries? Clothing?
- Try to engage the students in a discussion about occupations moving up or down the social strata, for example,
 - Were medical doctors always in the upper class?
 - Which class were farmers in during the feudal period?
 - Which class do farmers belong to in Canada?

Section 1: Activity 1

1. To what social class would you say the following people belong? Indicate with a check mark either **upper class**, **middle class**, or **lower class**.

Social class groupings based on present income levels in Canada would probably be as follows:

- a. *utility worker* – lower/middle
- b. *police officer* – middle
- c. *physiotherapist* – middle
- d. *high-tech executive* – upper
- e. *tow-truck driver* – lower
- f. *construction worker* – middle/lower

2. Read the descriptions of the following terms, then write the appropriate term under the descriptions.

- a. It is a distinctive feature of human life.
It maintains social order.
It ensures survival of the culture.

social structure

- b. It is a division of a society.
It helps to explain and understand society.
It is often defined by one's income and occupation.

social class

3. Define the geological term "strata."

The term strata describes layers of sedimentary rock or earth lying one upon another. These layers form streaks or bands.

4. Complete the following sentences by filling in the missing words.

- a. Streaks or bands of rock have a vertical order; some are higher and some are lower.

- b. In a stratified society, those with the highest incomes are at the top of the order. Those with the lowest incomes are at the bottom of the order.
- c. Societies like medieval India and medieval Europe were rigidly stratified and distinctions between social classes were very clearly defined from birth.

Section 1: Activity 2

1. Rearrange the following groups and put them in their correct ranking order – from highest to lowest in the social strata. Put numbers (1 = high; 3 = low) in the blanks to the right of each group.

- | | |
|---------------------|----------|
| a. parish priest | <u>3</u> |
| bishop | <u>2</u> |
| archbishop | <u>1</u> |
| b. serfs | <u>3</u> |
| freemen | <u>2</u> |
| sergeants | <u>1</u> |
| c. noblesse de robe | <u>2</u> |
| noblesse d'épée | <u>1</u> |
| merchant | <u>3</u> |
| d. lord | <u>2</u> |
| king | <u>1</u> |
| serf | <u>3</u> |
| e. magistrate | <u>2</u> |
| prince | <u>1</u> |
| labourer | <u>3</u> |

2. How would you rank these occupations from today's society in terms of social status and income? They are in groups of three. Use the numbers 1 (high) to 3 (low) to rank each group.

Answers may vary, but will probably be ranked as follows. Individual talents or ambitions may raise one's social status in modern society. Remember that women still tend to be paid less than men in many jobs.

- a. washer 3
 singer 1 (assuming top-class performer)
 photographer 2
- b. welder 2
 teacher 1
 taxi driver 3
- c. business woman 2
 waiter 3
 professor 1

Section 1: Activity 3

Teaching Suggestions

You could have the students determine which Estate they would belong to in prerevolutionary France. Then compare and contrast the rights and freedoms of the individual in that Estate with students' rights and freedoms in Canada today.

1. Imagine yourself to be a member of the bourgeoisie or middle class in prerevolutionary France. As a member of the Third Estate, you are unable to advance socially despite your education and wealth.

Write a letter to a fellow bourgeois in which you explain your frustrations with France's *ancien régime*.

Answers here will be entirely personal. Do students think that they really expressed how a member of France's bourgeoisie would have felt at this time?

2. List two roles each of the following estates had in prerevolutionary France.

Any two roles listed under the various Estates are acceptable.

a. First Estate: The Clergy

- *spiritual guidance*
- *community administration*
- *marriage, birth, and death records*
- *controlled education and social assistance*
- *justice administration*
- *collection of tithes*

b. Second Estate: The Nobility

- *rights*
 - *could hunt whenever and wherever they wanted*
 - *imposed and received taxes and dues*
 - *expected labour and services for free*
- *responsibilities*
 - *physical protection of community*
 - *transportation and public facilities upkeep*
 - *provide basic facilities such as a mill, oven, or press*
 - *court administration*

c. Third Estate: The Common People

- *bourgeoisie were business people, civil servants, bankers, townspeople*
- *peasants paid fees, taxes, and dues to lord*
- *supported nobility and clergy*
- *enjoyed no rights*

Section 1: Follow-Up Activities

Extra Help

- As you know, when social class is ascribed or determined from birth and purely hereditary, it can be referred to as a caste. The following list contains people of different occupations at different times in history. Some belong to a social class, others to a social caste.

Decide which belong to caste (ascribed) and which to class (achieved), indicating your decisions by putting check marks in the appropriate column.

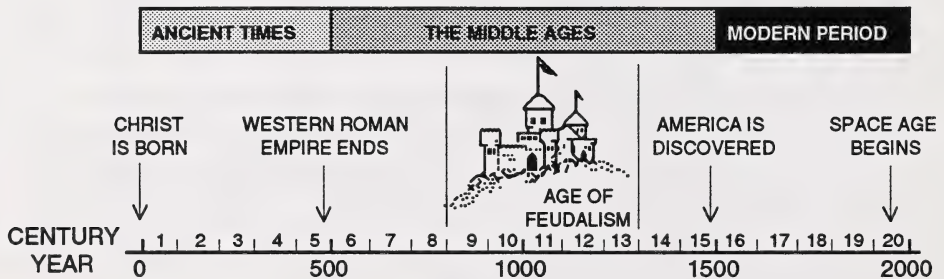
Person	Caste	Class
Peasant, France, 1700	✓	
Farm worker, Saskatchewan, 1989		✓
Industrial worker, Ontario, 1970		✓
Priest, Quebec, 1980		✓
Baker, London, Middle Ages	✓	
Blacksmith, England, Middle Ages	✓	
Bishop, France, 1300	✓	
Car salesman, Chicago, 1950		✓
Carter, London, 1530	✓	
King, France, 1789	✓	
Cab driver, Montreal, 1967		✓
Prince, Spain, Middle Ages	✓	
Artist, Paris, 1950		✓
Monk, Italy, Middle Ages	✓	
Movie star, Hollywood, 1985		✓
University professor, Edmonton, 1992		✓
Doctor, Paris, 1929		✓
Baron, England, Middle Ages	✓	
Lord, Yorkshire, Middle Ages	✓	
Feminist writer, New York, 1991		✓
Serf on manorial estate, England, 1450	✓	

2. Read the statements about feudalism that follow. If you consider a statement true, write T in the blank provided; if false (or myth), write F.

- T a. The social class to which you belonged was determined by birth.
- T b. At the top of the social structure were the nobility.
- T c. The clergy paid no taxes.
- T d. The nobility had well-defined social responsibilities.
- T e. The entire feudal system rested on the work of the serfs, who supported the lords and their knights.
- F f. The feudal period was a romantic and joyous period in which all the people knew their stations or positions.
- F g. In theory, all land belonged to the clergy.
- T h. At the bottom of the social strata came the peasants or serfs.

Enrichment

Study the following time chart carefully. Three general periods of history are shown. Note the time span of the feudal period and the way this fits into the entire span from Christ's birth to the present century. Then answer the questions that follow.



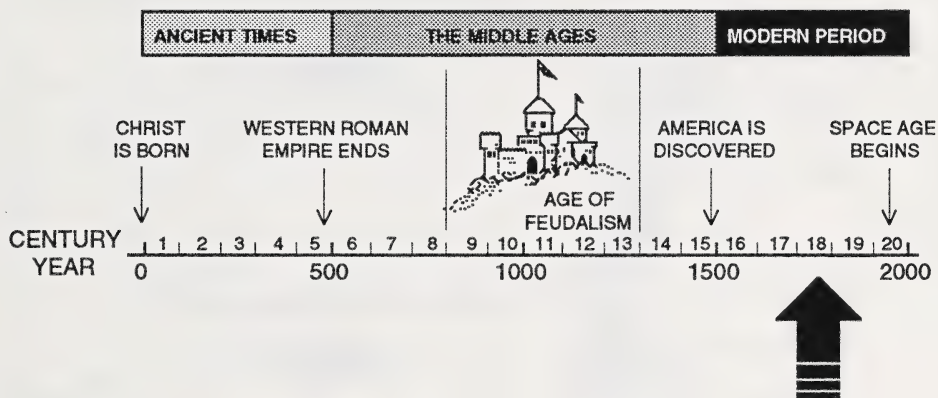
1. Name the three periods of history shown in the chart.

- *ancient times*
- *middle ages*
- *modern period*

2. Complete the following statements. Fill in the blanks using the chart.

- a. Feudalism flourished in Europe from A.D. 800 to A.D. 1300.
- b. America was discovered in the fifteenth century.
- c. The space age began in the twentieth century, approximately in the year 1957.
- d. The Industrial Revolution (transition from agricultural society to urban- industrial society) began in the early nineteenth century.

3. In the following chart an arrow indicates the outbreak of a revolution in Europe. This revolution, with its slogan of *Liberté – Egalité – Fraternité*, has been described as the most important revolution in European history. It influenced many other revolutions.



- a. What revolution was this?
It was the French Revolution.
- b. In what year did it begin?
It began in 1789.

4. The Middle Ages were dominated by the belief that it was the chief business of all people to save their souls. Serfs, like the nobility, had souls – and they could best save them by performing the duties divine providence had given them. How does modern thinking differ from this? You may want to discuss this question with your family and friends before answering.

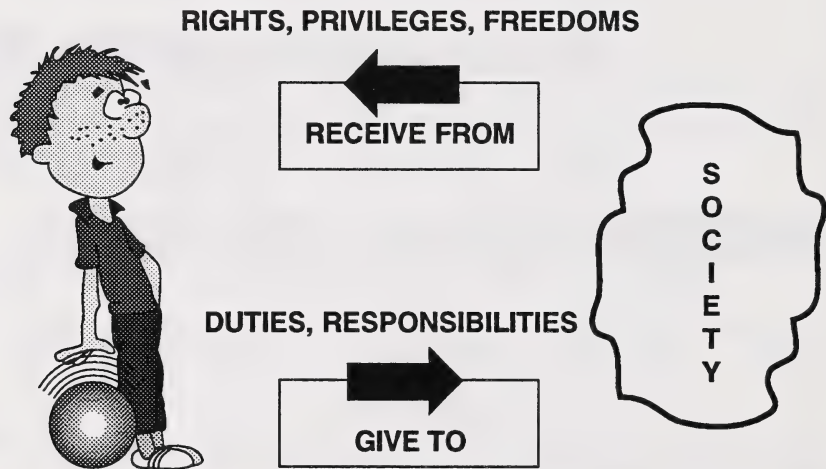
Were students surprised at what ideas came up in the discussion?

Answers will be personal, but some differences might include:

- *Man today strives for financial security rather than spiritual reward.*
- *Religion is not as great a part of modern day life as it were in the past.*

Section 1 Assignment

All societies, operating on an exchange basis, produce and redistribute wealth and goods among their members. The fact that some receive more than others gives rise to inequality. This can be represented graphically:



In the chart provided on the appropriate response page, indicate the respective

- rights and privileges
- duties and responsibilities

for each of the Three Estates in prerevolutionary France.

Estate	Rights & Privileges	Duties & Responsibilities
First	<ul style="list-style-type: none"> • <i>Higher clergy owned land and serfs.</i> • <i>The church collected the tithe.</i> • <i>Clergy paid no taxes.</i> • <i>Clergy had hunting and fishing privileges.</i> 	<ul style="list-style-type: none"> • <i>Church supplied spiritual guidance.</i> • <i>Church looked after administration of the community – records and so on.</i> • <i>Church administered justice to some extent.</i>
Second	<ul style="list-style-type: none"> • <i>Nobles owned vast estates and wealth.</i> • <i>Nobles had many privileges and rights, e.g., hunting, taxing, receiving work from serfs, and collecting dues.</i> 	<ul style="list-style-type: none"> • <i>Nobles had to supervise estates.</i> • <i>Nobles had to protect their serfs.</i> • <i>Nobles had to maintain such things as roads and bridges.</i> • <i>Nobles had to supply mills, ovens and so on.</i>
Third	<ul style="list-style-type: none"> • <i>These people had very few rights.</i> • <i>Serfs could expect their lords to provide protection and maintain roads, mills, and so on.</i> • <i>Escaped serfs became free if they avoided capture a year.</i> 	<ul style="list-style-type: none"> • <i>Serfs were tied to the land.</i> • <i>Serfs had to provide many services to their lords.</i> • <i>Members of this estate paid most of the taxes.</i> • <i>Serfs had to pay feudal dues to their lords.</i>

Section 2: Challenge of Ideas

Key Concepts

- the basis of human exchange
 - rights, freedoms, privileges
 - duties, obligations, responsibilities
- social control – ideology of the state
- revolution – equality and the Enlightenment

This section investigates the basis of exchange in human society. It also illustrates the powers of ideologies as instruments of social control and political manipulation. It explores the challenge of ideas stemming from the Enlightenment period and the transference and interpretation of the ideal of equality through the French Revolution.

Teaching Suggestions

- You may wish to make reference to the present day ideologies. It might be interesting to bring up the issue of changes in ideologies.
 - The rapid change from communism to democracy and capitalism in what was the Soviet Union is a good example. Does the ideology change the situation or do circumstances change the ideology? Encourage students to watch the news and read newspapers.
 - Some students could make comparisons between the C.I.S. and prerevolutionary France.
- The issue of rights and responsibilities is a natural topic for debate.
 - You could use some unpopular school rules or laws to generate discussion.
 - A lively discussion can help students appreciate the need for regulations. A speaker such as a politician or a policeman might add more credibility to the discussion.
 - Ask the students what would happen if there were no rules or regulations at school. Students will probably recognize that there would be chaos and anarchy. In other words, for learning to take place there must be some kind of organization and order.

From these openers consider the larger society and the need for government. Who should control this government? Or who should control the people? Students should be able to make some suggestions. Are their views similar to the views of the philosophers discussed in this activity?

Section 2: Activity 1

1. Read each phrase and think of the word it describes or the word that will complete it.

The first letter of each response will spell out an important concept which forms a basis of study for this entire module. The first response has been completed for you.

- idea a. a thought or image in our minds
- democracy b. government system that allows the people to select their rulers
- education c. what one goes to school to get
- oh d. an exclamation that sounds like a letter
- land e. something the king owned in the middle ages but serfs didn't
- owe f. we always _____ money to the government
- gee g. _____ whizz!!
- yawn h. something a student never does while studying social studies

2. Place the first letter of each response in the appropriate blank. The first has been done for you.

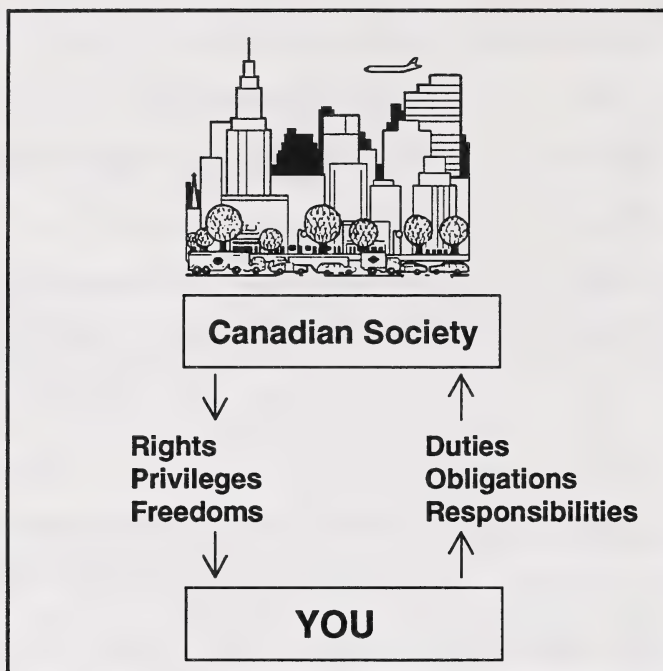
- i a.
- d b.
- e c.
- o d.
- l e.
- o f.
- g g.
- y h.

Have you discovered the answer?

The concept is ideology.

Section 2: Activity 2

1. Use this graphic representation to help answer the questions that follow:



- a. List two rights or freedoms that you possess as a citizen of Canada.

There is a very wide range of rights and freedoms in Canada. Some possible examples are the following:

- *freedom of speech*
- *freedom of assembly*
- *freedom of the press*
- *the right to a fair trial*
- *freedom of religion*

- b. List three duties, obligations, or responsibilities you owe to Canadian society. You could include your family, school, friends, or employer.

Answers will be personal. As a member of Canadian society, an individual owes many duties and obligations at many levels. Did students consider duties they owe their family? their friends? their school? their employer? their community? Did they think of legal as well as moral responsibilities?

2. a. What rights or freedoms did the feudal serf, or peasant, enjoy?

Serfs had few rights. They could not be sold off the land, but if they escaped the manor and were not recaptured for a year, they became freemen.

- b. What were the duties or obligations of the feudal peasant? Name two.

- *Peasants had to work for their lords though were not owned by them.*
- *They had taxes and duties to pay.*
- *They might be required to serve in the army.*

3. Circle the letter of the choice that **best** completes the following statement:

Feudal thought was dominated by the belief that

- a. society could be made better by prayer, fasting, penance, and almsgiving
- b. the King was God's representative on Earth
- c. all people had an equal chance to get into heaven through good works
- ☒ d. the best way to save your soul was to carry out the duties of the station in which you were placed by God

4. Indicate whether the following statements are T (true) or F (false):

- T a. Society can progress only when people question their fundamental assumptions and beliefs.
- F b. The idea of a constantly changing society is over one thousand years old.

Section 2: Activity 3

1. Complete the fact and myth activity that follows. Read each statement, decide if it is fact or myth, and indicate your answer with a check mark in the appropriate column.

(Answer rapidly; do not spend too long on each.)

Statement	Fact	Myth
Primitive societies were peaceful. <i>(Anthropologists state that no primitive cultures can be said to have been harmonious, peaceful, and happy.)</i>		✓
Primitive societies had crime, aggression, and murder. <i>(Every human society, no matter how simple the technology or sparse the population, has its share of strife. Murder is reported from even the smallest, simplest hunting and gathering group.)</i>	✓	
Absence of the state (government, police, laws, and so on) leads to anarchy and disorder. <i>(Human beings have lived in orderly social groups for hundreds of thousands of years with no government, only minimal laws, and no police.)</i>		✓
Primitive peoples created technology. <i>(Primitive societies always created technologies; in some cases this technology was remarkably complex and advanced for that particular period. The technique for building Stonehenge, for example, remains largely a mystery.)</i>	✓	
Primitive societies lacked organization. <i>(Human beings have lived in orderly social groups for hundreds of thousands of years with no government, only minimal laws, and no police.)</i>		✓
In primitive society everyone was equal. <i>(There was chieftainship and other examples of ranking in primitive societies.)</i>		✓

Statement	Fact	Myth
Civilization corrupts and degrades everyone. <i>(This is untrue. Civilization has produced noble and inspiring individuals, and continues to do so. It has also produced great art, science, and music.)</i>		✓
Political power groups existed in primitive societies. <i>(Politics is concerned with power, and there was political maneuvering in the larger groups. There was nothing on the scale of the modern political state, however.)</i>	✓	
Laws existed in primitive society. <i>(Natural laws existed – based on an inherent sense of right and wrong. There was no formal or codified law as there is today.)</i>	✓	

2. Can you think of some other myths people accept when thinking or talking about the past? List one or two.

Answers may vary. Some people romanticize the past, thinking that everything was purer, simpler, and more noble. Others hold an opposite view, rejecting everything from past civilizations as primitive and inferior. Has the student mythicized the past at all?

3. Select the political belief from the right-hand column that fits the Enlightenment philosopher in the left-hand column. Write the appropriate number in each space.

- (2) a. Montesquieu (1) The state should level class distinctions and create equality.
- (3) b. Voltaire (2) Power in the state should be divided between crown, parliament, and courts.
- (1) c. Rousseau (3) The state should be ruled by an enlightened, humanitarian despot.

4. In the spaces provided, identify who made each of the following statements:

- a. "Man is born free, yet everywhere he is in chains."

Rousseau

- b. "I disapprove of what you say, but I will defend to the death your right to say it."

Voltaire

- c. "(in Britain) . . . the sovereign is unable to inflict an imaginable harm on anyone."

Montesquieu

5. All societies present contradictions – as much today as in the past. Your awareness of contradictions will help your understanding of current issues.

Discuss the following points with your fellow students or family. Briefly, write down your conclusions.

- a. Since the peasants in eighteenth-century France were the most oppressed and the most brutally treated class, why were they not the first groups to rise up, revolt, and change society?

Students should ask themselves this: Who is more likely to revolt – people who have never known the possibility of a better life (e.g., peasants) or people who have the money and education necessary to raise their expectations but are legally prevented from realizing them (e.g., the bourgeoisie)?

- b. Some of the nobility wished to see major changes at the top of French society. What form of changes do you think they wished to see – and support?

Did the discussion raise interesting ideas here?

Possible ideas might include the following:

- *greater political power for the nobles*
- *less power and authority for the clergy*
- *a constitutional monarchy such as in Britain*

- c. What methods of communication existed in the century that helped to spread the ideas of Voltaire, Rousseau, Montesquieu, and other thinkers?

The printing press (books, pamphlets) and the spoken word were the only forms of communication. Literacy levels were high among the French population.

Section 2: Activity 4

1. List five or six general causes of the French Revolution.

Any five or six of the following causes could be listed:

- *the desire of the bourgeoisie for political power*
- *the impatience of the bourgeoisie to rise in society*
- *the unjust tax system*
- *the privileges of the nobility*
- *the poverty of the peasants*
- *the spending habits of the Crown, which had led to debt*
- *the rigidity of the feudal system in general*
- *the absurd economic division of France*
- *the new ideas of the philosophers*
- *the absolute power of the king*

2. Review the meanings of the following terms:

economic	• the way people satisfy their physical needs
political	• how people are governed
social	• the way people live together in groups

Given this distinction, classify the causes you listed in the previous question as economic, political, or social.

The causes listed previously are classified here as economic, political, and social. Answers may, of course, vary.

Economic Causes	Political Causes	Social Causes
• <i>the unjust tax system</i>	• <i>the desire of the bourgeoisie for power</i>	• <i>the impatience of the bourgeoisie to rise in society</i>
• <i>the poverty of the peasants</i>	• <i>the king's absolute power</i>	• <i>the privileges of the nobility</i>
• <i>the spending habits of the Crown</i>		• <i>the rigidity of the feudal system</i>
• <i>France's economic divisions</i>		• <i>the ideas of the philosophers</i>

Section 2: Activity 5

1. Which of the following situations are examples of freedom, and which of licence?

- a. Sharla and Stan (teenagers) are given permission to go to the grad party and stay out late. They return home at the agreed time.

freedom

- b. Mary and Sean (teenagers) are given permission to go to the grad party. They are invited by some friends to attend a house party at a nearby town. They decide to go to this party.

licence

- c. Mr. Svensen gives his son Bjorn permission to fly his Cessna plane – strongly warning him to avoid the flight paths of a nearby airport. His son does this, and returns safely in the Cessna.

freedom

- d. Mr. Larsen gives his son Anders permission to fly his Cessna plane – strongly warning him to avoid the flight paths of a nearby airport. Anders, for the fun of it, veers into one of the major paths. A large airplane, attempting to evade a midair collision with Anders' plane, clips its wing on a radiotower, crashes, and explodes. All 320 passengers and crew are killed.

licence

2. Can there be freedom without some form of responsibility? Explain.

Answers will be personal. Have students supported their positions? The discussion should raise many interesting points. Remember, if one exercises one's freedom irresponsibly, it robs other people of their freedom.

Section 2: Follow-Up Activities

Extra Help

Keeping in mind all that you have learned in Modules 1 and 3 about life in pre-revolutionary France, imagine that you are one of the philosophers living back in that time. Write a letter to a newspaper explaining what you think is wrong with French society and what changes should be made.

Does the letter sound as if one of the Enlightenment philosophers had written it? Does it contain ideas they would have been likely to have? Is it truthful? Would it be convincing?

Enrichment

1. a. Complete the social equation that grew out of the Enlightenment. The framework is drawn for you.

Individual	+	Society	=	Happiness Contentment Progress
------------	---	---------	---	--------------------------------------

- b. What force, power, or influence is omitted from this social equation?

God, the church, and traditional teachings are omitted.

- c. Why was it omitted?

Self-love and reason replaced obedience to God. Some people began to believe that science and reason would bring happiness, prosperity, and peace.

2. You may want to discuss these questions with your friends before answering them briefly.

Answers will be personal. Did the discussion raise any interesting ideas? Some of the following points might have been discussed:

- a. To what extent is the social equation true of today's society?

Does society today tend to concentrate more on the individual than the group for happiness?

- b. Does technology and material progress bring happiness and perfection? Explain.

Progress has brought about pollution and great environmental challenges. Has it brought greater happiness?

- c. Are religious dogma (religious beliefs laid down by the church) and traditions still influential in today's world? How? Where?

There are television networks broadcasting religious shows only. Many established churches have missionaries at work in countries all over the world.

Section 2 Assignment

1. Given the social, political, and economic inequalities of the feudal system, how did the ideology of the middle ages prevent the poor from rising up and overthrowing the rich?

Students should point out the rigidity of the feudal system and its ideology. They should refer to the medieval belief that people's first business was to save their souls and that the performance of their duties in the stations in which God had placed them was seen as of paramount importance.

Concepts that might be discussed are the divine right of kings, heresy as regards the church's teaching, and the view of life as a descent from a past golden age rather than as a progression towards a better world.

2. Explain the new ideas of the Enlightenment that finally resulted in the overthrow of the feudal system itself.

Your answer should

- refer to the ideas of progress and egalitarianism
- discuss the ideas of at least two French philosophers

Students should discuss the new ideas of progress and egalitarianism introduced by the Enlightenment thinkers. They should demonstrate an understanding that the new ideas were based on reason rather than tradition and religion, and that they stressed the possibility that life could be made better for the great majority.

Students should show a basic knowledge of the contributions of at least two of the three French philosophers discussed in Section 2 – Montesquieu, Rousseau, and Voltaire.

Section 3: Aftermath

Key Concepts

- social change
- industrialization
- rural to urban migration
- extension of franchise
- politics of violence
- politics of persuasion
- inequality of women
- postindustrial society – equality in the future

This section surveys postrevolutionary changes in the social and political structure of Europe. It examines the impact of industrialization, rural to urban migration, the extension of the franchise, and the growth and development of protest movements in postrevolutionary England. It concludes with a specific focus upon the status of women in modern society.

Teaching Suggestions

- Ask the students what would happen if five more people were added to their family. What kinds of changes would have to be made?
- Another question might be how would students be affected if their town tripled in size? What type of social changes would occur?
- Ask the students to imagine themselves changing positions with a younger or older sibling. Have them make a list of the changes that would occur. They should see that the changes in their position in their family might give them the following:
 - more power or less power
 - more responsibilities or less responsibilities
 - more freedom or less freedom
 - more rights or fewer rights, etc.
- You could make a comparison of family changes with societal changes. Changes in the social structure create changes in political power.

Section 3: Activity 1

1. Read each phrase or statement and think of the word it describes. The first letter of each response will spell out a description of the transition that is shown here:

FEUDALISM

DEMOCRACY/
EGALITARIANISM

- | | |
|---|--|
| <u> thought </u> | a. ideas come from it
<i>(Without thought there are no ideas.)</i> |
| <u> revolution </u> | b. the one in France shook Europe |
| <u> Ancien Régime </u> | c. the old system (a social structure) that lasted through the feudal period – in France up to the late eighteenth century |
| <u> New Thought </u> | d. complete opposite of old thought
<i>(New Thought included scientific thought as well as the thinking of the Enlightenment philosophers such as Voltaire, Rousseau, and Montesquieu.)</i> |
| <u> social structure </u> | e. what you looked at in the beginning of Section 1 – it relates to your income, occupation |
| <u> France </u> | f. land of the Three Estates, Louis XVI, and Napoleon |
| <u> open </u> | g. opposite of closed
<i>[Societies are sometimes referred to as open (democratic) or closed (fascist, totalitarian).]</i> |
| <u> Rousseau </u> | h. he was one of the French philosophers who said that man is born free |
| <u> middle class </u> | i. the rising class of post-revolutionary Europe and the Industrial Revolution, also referred to as the bourgeoisie |
| <u> Europe </u> | j. the French Revolution took place on this continent |
| <u> democracy </u> | k. the Industrial Revolution uprooted millions, but it witnessed the growth of this
<i>(The significant factor influencing the growth of democracy was the increasing demand for extension of the franchise or vote.)</i> |

And the word is

transformed

2. Review the notes in this activity, and complete the following chart. Then do the work that follows which is based on the chart.

- a. Europe's population increased dramatically over the period of 1640 to 1750, and Britain's population increased at a rapid rate over the period of 1801 to 1831.

Complete this chart by giving the populations of the two areas for each period.

Population Increase

	1640	1750
Period 1 (Europe)	60 million	140 million

	1801	1831
Period 2 (Britain)	11 million	16.5 million

- b. What changed the English textile industry?

Technology, especially the invention of the power loom and development of the cotton mill, changed the textile industry.

- c. What movement of people did this cause?

This caused a migration from the country to the cities (rural to urban).

3. Complete the following statements concerning the changes in eighteenth-century Britain.

- a. Shifts in population raised demands for more say in government. This led to the demand for the right to vote.
- b. A new middle class of industrialists and merchants arose.

4. Discuss the following questions with your fellow students or family. Answer each briefly.

- a. How do you think the people of eighteenth-century England would view the French Revolution?

While some people in England would be encouraged by the growth of republicanism in France, many more would fear that the Revolution would spread to England, bringing bloodshed and upheaval.

- b. Which groups would be more favourably inclined to republican ideas (an elected government without a monarch) and changes?

The poor and the intellectuals might be inclined to the new ideas.

- c. Which groups would be less favourably inclined to a shift towards democracy? For what reasons?

The wealthy, established classes would be less inclined. They would lose their power and much of their wealth.

Section 3: Activity 2

1. Read these quotations carefully; then discuss the questions that follow with your fellow students, friends, teachers, parents, or others. Give a brief summary of your conclusions.

- a. **“No man can be accused, arrested, or held prisoner except in cases decided by law.”**

- Is this right upheld in Canada today?
- Are there situations which might arise (or have arisen in the past) where this right might be suspended – or taken away? Explain any such situations.

This right is upheld in Canada today, but there have been occasions when it has been suspended. Technically, of course, this is still by law, but the result is the loss of a right to Canadian citizens. Can this sort of thing ever be justified?

- b. **"To freely express thoughts and opinions is one of the most precious rights of man. Every citizen can speak, write, and publish freely."**

- Is this freedom upheld in Canada today?
- Are there exceptions to this right in Canada? Where? When?
- Should extremist groups be forbidden from expressing their views (free expression) – views that are seen by some as inciting racism or racist violence?
- Does this contradict a democratic right? Can it be justified? How?

Again freedom of expression is a basic right in Canada, but it has its limits. At what point is a person's right to say what he or she wants about another an infringement of that person's rights? Should individuals be allowed to preach hatred and violence?

Questions of censorship (e.g., pornography) and the banning of extremist points of view (racism, incitement to violence, and so on) could provoke a lively discussion.

2. One word could be emblazoned or written on the revolutionary banners of nineteenth-century Europe. What word do you think it could be?

The word is equality.

3. Complete this statement:

Revolutionaries in every European country attacked the birthright of privilege

4. In a patriarchal society, which sex would completely control political power?

In a patriarchal society, the male sex controls political power.

5. One philosopher stated that freedom is acquired by conquest, not by gift. Explain in your own words what this means.

Responses here will be personal, but what the philosopher seems to mean is that freedom is not something to be taken for granted. It has always had to be fought for, and can easily be lost if individuals are not willing to fight to keep it.

6. What government activity for raising money always hits the poor hardest, in any society?

The activity is indirect taxation.

7. Hampden Clubs and Union Clubs provided the working people with opportunity for open and free dialogue. How could these clubs do this? Explain.

People could meet, share concerns, and plan political action through open, free discussion. Freedom from government watchfulness would remove the threat of interference. This is the base of democracy and is, significantly, feared by dictators.

8. Give two ways by which the British government of 1819 acted to block, muzzle, or stifle dialogue among the poor and working classes.

Any two of the following points may be given:

- *Special constables and soldiers were called out.*
- *Seditious meetings were forbidden.*
- *The keeping of arms was forbidden.*
- *A stamp duty on revolutionary publications was imposed.*
- *Some publications were forbidden.*

Teaching Suggestions

Deal with graduation as an opener. Discuss:

- How is graduation going to affect students' lives?
- Is graduation a catalyst for change?
- Does a person become an adult when he or she graduates?
- Are students looking forward to the changes?

Section 3: Activity 3

1. What is the subject of this news item?

The subject is the tax burden shouldered by the poor and disadvantaged in Canada.

2. During this present century there has been a growing insistence that governments play a more active and positive role in the social and economic life of the country to protect and improve the welfare of the people as a whole. According to this article in what two ways can the Canadian government establish greater fairness through its budgets?

Two ways would be

- *maintain universality of social programs*
- *increase taxes on wealthy people and corporations*

3. a. Which church group tried to influence the budget before it was presented?

The group is the Canadian Conference of Catholic Bishops.

- b. How early did they try to influence it?

They tried to influence the budget two weeks before it was announced.

4. a. Which groups did this church group suggest should pay a fairer share of taxes through a new tax system?

The groups that should pay a fair share are

- *corporations*
- *wealthy individuals*

- b. Why?

Their reason was the continuing unfairness in the way the tax burden is shared.

- c. On what principle are they basing this proposal?

The principle is that of equality, fairness, or social justice.

5. How many Canadian corporations were able to defer income taxes in the previous year?

There were 58 000 such corporations.

6. What was this group's gross profits?

The gross profits were \$22 billion.

7. The following is extracted from the Declaration of the Rights of Man, drawn up by the French National Assembly during the course of the Revolution.

Taxes ought to be equally distributed among all citizens according to their means.

Consider the points raised by the Canadian Conference of Catholic Bishops in the article from *The Edmonton Journal* concerning Canada's taxation system. Then discuss the following points with your friends or family and briefly answer each question.

- Is this present tax system fair and distributed equally among all citizens?
- If not, why is this unequal tax burden allowed to continue?
- How does unequal tax distribution strongly contradict the idea of egalitarianism?

Answers will be personal. Were interesting points raised during the discussion? Were students surprised at what they have learned about Canada's system of taxation? Is there a feeling that wealthy individuals and corporations still control much political power?

8. This activity looks at today's Canadian society. Indicate which of the following are now in effect (T), not in effect (F), or only partially in effect (P).

 T a. the right to vote

 F b. guaranteed annual income

People still urge this in Canada. Note the distinction between guaranteed annual income and adult minimum wage. People earning the minimum wage would receive an adjusted payment from the state to bring their income in line with the guaranteed annual income.

In Canada, the minimum wage varies from province to province, but averaged less than \$4.50 an hour (in 1991). At this rate, workers make less than \$10 000 a year, which, after deductions, means they take home incomes well below the poverty level in urban areas.

 T c. free public education

Public education is funded through taxes, so the burden is shared by all taxpayers. Students are responsible for costs of books and supplies, and perhaps activity fees. Although public education does have a cost, it is considered essentially free.

 P d. annual paid holidays

Some self-employed people do not receive these (e.g., cab drivers, farmers).

T e. five-day work week

This is generally true, particularly amongst unionized labour, and so on.

 P f. the right for workers to organize and form unions

Only 34 percent of working women are unionized in Canada, and women represent 73 percent of all part-time employees. Seldom are these employees organized or allowed to organize, as one learns from the Alberta Status of Women Action Committee.

 P g. the right to strike

Government employees in Alberta, for example, are denied this right. So are other workers in essential services.

 T h. the right to run for political office

There are exceptions, however, such as the mentally ill.

 P i. equal pay for equal work (men and women)

In 1989 an average woman in Canada earned about 66 percent as much as a man did. There are many inequalities in this area.

 T j. universal medicare

 P k. the right to free expression of opinion – speaking, writing, publishing

There are laws governing pornography – the distribution of what the law defines as obscene materials. Literature that might incite or promote racial violence is also banned.

 T l. the right to legal aid

Free legal aid is available for the poor and disadvantaged.

 T m. the right to be considered innocent until proven guilty

Section 3: Activity 4

Teaching Suggestions

- Have the students write a letter to the Alberta Status of Women Action Committee requesting information about equal pay for equal work.
- Students could make a collage showing women working at non-traditional women's jobs, e.g., a pilot, infantry, crane operator, etc.

1. Consider the role of women in Canadian society at the turn of the century (before 1900). Read the following statements and indicate whether you believe them to be either true or false by circling T or F.

At the turn of the century in Canada . . .

- a. ☐ T ☒ F No woman had the right to vote. The Election Act of the Dominion of Canada stated "no woman, idiot, lunatic, or criminal shall vote."

It was not until January 1, 1919, that all Canadian women gained the right to vote.

- b. T ☐ T ☒ F A woman could be elected to federal or provincial office in government.

No woman could be elected.

- c. ☐ T ☒ F Wives had to obey their husbands and could legally be beaten.

- d. T ☐ T ☒ F One out of every ten women in Canada died in childbirth at this time.

One out of every five women died.

- e. T ☐ T ☒ F It was not commonly accepted that a woman's chief function was to keep house for her husband and to bear his children.

It was.

- f. ☐ T ☒ F The father had complete control over his children. He could collect their income. Without even consulting the mother, he could put his children up for adoption.

- g. T ☐ T ☒ F Women working in factories got low pay because they were less efficient than men.

They often were hired because they would work for less pay than men.

- h. T ☒ F Girls could attend elementary and secondary schools. Many women in Canada went on to gain a post-secondary school education.

Very few women did this.

2. Circle either T (true) or F (false) as you did in the preceding question. Remember you are now considering Canadian women in present-day society.

Women at Work

- a. ☒ T F Women represented 71 percent of all part-time workers in Alberta in 1984.

- b. T ☒ F Only 64 percent of working women are unionized.

Only 34 percent of working women are unionized.

- c. ☒ T F In 1982, Alberta men's annual earnings were greater than Alberta women's earnings at all educational levels.

- d. T ☒ F The biggest discrepancy in earnings was in the group with the lowest educational levels.

The biggest discrepancy was in the group with university degrees.

- e. T ☒ F The largest single employer of women in Canada is the federal public service. In 1986, 15 percent of executive-level jobs were filled by women.

The first part is true; but in 1986 only 9.7 percent of executive level jobs were filled by women.

- f. T ☒ F Fifty-three percent of all women employed in Alberta are employed in clerical work. Only 16 percent are employed in administration.

33 percent are employed in clerical work. Only 8 percent are employed in administration.

- g. ☒ T F Forty percent of the labour force is female, and 34 percent of these women are single, widowed, divorced, or the heads of single-parent families.

3. Answer this question as you did the last one. You are still considering Canadian women in present-day society. Circle T for true; F for false.

The Lawgivers

- a. ☒ T F In 1985, women made up 9.8 percent of the federal Parliament, 10 percent of judges, 16 percent of union executives, and less than 2 percent of business executives.
- b. T ☒ F At the current rate of increase, it will be 142 years before women are elected to the House of Commons in equal numbers to men.
It will be 842 years before they equal men in numbers.
- c. T ☒ F Canada has had only one woman prime minister.
Canada has never had a woman as prime minister.
- d. ☒ T F Politics is dominated by men. Since 1923, only sixty-five women have been elected at the federal level.
Agnes Macphail was elected as the first woman MP.
- e. ☒ T F Only one of Canada's three major political parties has ever elected a woman as a federal party leader.
The New Democratic Party elected its first woman leader in December 1989.

4. Describe in your own words what is meant by the terms

- a. politics of persuasion

The politics of persuasion means achieving social change through debate, discussion, constitutional change, law reform, and so on – all methods of persuasion acceptable under law.

- b. politics of violence

The politics of violence shows a willingness to use force and violence to attain ends rather than persuasion and debate.

5. What sparked the women's suffrage movement in England at the beginning of the twentieth century?

The movement was sparked by the denial of voting rights for women.

6. In what ways was the dominant thought about women's role in society at this time similar to the thought of feudal days?

Women were considered to be inferior to men; their set role in society was to know their place and serve men – who were their natural masters. This fitted in, too, with the patriarchal social codes of the Old Testament.

7. Look at the following cartoon. Then discuss the questions that follow with your fellow students, teachers, parents, and so on. Give brief answers to the questions.



"It's not the housework that gets to me. It's the fact that I do it for free, never get a sick day, can't look forward to a pension, get no respect, and have no identity!"

- a. What is the woman's main complaint?
- b. Do you think her complaints are justified? Give reasons to support your answer.
- c. Why does the woman feel she has no identity?
- d. How do we gain identity in modern society?
- e. How does this cartoon illustrate inequality?

Responses to this discussion (a. – e.) will vary and be entirely personal. This cartoon should prove a fertile basis for discussion.

8. The cartoon suggests that men use the home mainly for one purpose and that women use it for another purpose.
- a. What are these purposes?
 - b. How has this situation been created?
 - c. Do you think it is changing?
 - d. Can you change it? How?

Responses to these questions (a. – d.) will vary and be personal.

Section 3: Follow-Up Activities

Extra Help

Answers to the questions asked in this activity will reflect not only the facts listed in the chart, but also the values (personal values) that students use to judge the facts they have charted.

1. Reread Activity 3 of this section, and fill in the chart that follows. In the column on the left, list ways in which people are better-off today. In the column on the right, list ways in which people are worse-off.

Some of the facts that students might have included in the chart are as follows:

Industrialization and Egalitarianism	
Advantages	Disadvantages
<ul style="list-style-type: none"> • <i>Science and technology have made life physically easier.</i> • <i>Health has improved due to medical science and better diets.</i> • <i>Almost all classes have improved their standards of living.</i> • <i>In most respects people have achieved political and legal equality.</i> • <i>In most industrialized countries medical care is provided to all who require it.</i> • <i>Societies have good social welfare schemes.</i> • <i>People can take holidays.</i> • <i>People, rich and poor, have guaranteed rights and freedoms.</i> 	<ul style="list-style-type: none"> • <i>The income gap between rich bourgeoisie and other classes became greater.</i> • <i>The poor became anxious over their poverty and powerlessness.</i> • <i>The wealthy leaders of industry escaped what most consider their fair share of taxation.</i> • <i>Workers are clustered in dirty, polluted cities.</i> • <i>The number of poor people is increasing while wealth is concentrated in more and more banks.</i> • <i>Because of industrialization and overpopulation, people are facing a global pollution crisis.</i>

2. Are people's lives better or worse today than they were in the period before industrialization and the acceptance of the idea of egalitarianism? Explain.

Conclusions will be based on whether students think industrialization has made life better or worse. Have students supported their opinions?

Enrichment

Part A

This section has discussed some of the changes that have resulted from the Industrial Revolution. A major effect has been the ability to produce a great range of commercial products in vast quantities. This has meant a high standard of living for people in the wealthy areas of the world, such as Canada and the U.S. However, there are some problems with a high level of consumer goods. A big one is the volume of solid waste that results. The ACCESS Network video, *Great Expectations: Recycling in Alberta* examines the situation in Alberta.

1. There are two different ways of thinking about waste disposal. They are illustrated in these diagrams.



Diagram A

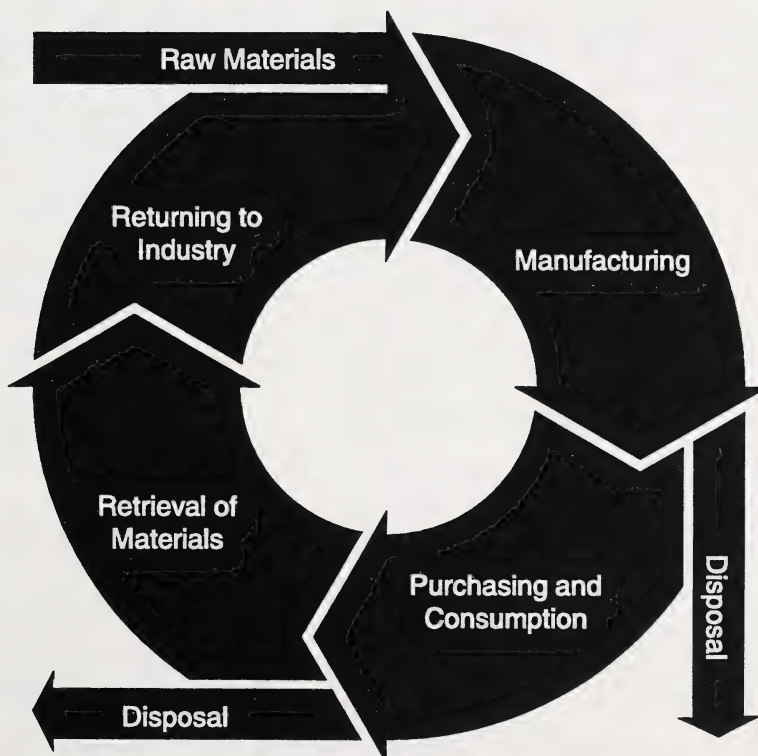


Diagram B

How does diagram B, as compared to Diagram A, indicate the main features of recycling.

In Diagram A, there is a continued flow of raw materials to landfill. A large quantity of waste results in problems of pollution and disposal. Diagram B shows recycling of materials so that waste becomes a useful raw material. There are a number of benefits such as conservation of resources, reduced pollution, and landfills having an extended life.

2. These are four Rs of waste management. Briefly define each one.

Reduce: Use fewer goods and more durable goods. Do not use disposable items.

Reuse: Give away, sell, or exchange items no longer need. Do not put serviceable items in the garbage.

Recycle: Materials such paper, glass, metals, plastics, and oil should be sent back to manufacturers as raw resources.

Recover: Wastes may possibly be burnt to produce energy (cities may do this eventually).

3. What is the fifth R of waste management? Explain what it means.

*The fifth R is **responsibility**. The solutions to solid waste problems depend upon all elements of society. This will involve three levels of government, heavy industry, commercial business, institutions (hospitals and schools), and ordinary citizens.*

4. Are you a friend of the environment? The following is a quiz by which you may grade yourself on an important quality.

Purchasing Power

Do you buy products made with recycled material, such as recycled paper?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Do you buy used goods (car, clothes, books, appliances, furniture)?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Do you let manufacturers and retailers know that you prefer environmentally friendly products?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Waste Reduction

Do you avoid disposable products (lighters, paper plates, diapers, etc.)?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Do you bring your own shopping bags and reuseable containers when shopping?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Do you look for products with minimal packaging?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Reuse/Repair of Goods

Do you reuse plastic goods such as food containers and plastic bags?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Do you reuse glass jars or bottles?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Do you reuse paper goods (scrap paper, envelopes)?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Do you repair appliances and tools, rather than throw them away?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Do you repair and alter clothes, rather than throw them away?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Do you participate in garage sales? Or frequent second-hand stores?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Do you donate goods to charities?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Returning/Recycling

Do you compost yard trimmings and kitchen scraps?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Do you return/recycle:

glass bottles?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

plastic bottles?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

plastic containers?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

plastic bags?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

pop/juice tins?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

other scrap metal?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

newsprint?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

magazines?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

computer paper?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

cardboard?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

batteries?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Toxic Materials

Do you know what household products should not be sent to the local landfill?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Are all toxic materials in their original containers, or clearly labelled?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Do you participate in community roundups of toxic materials?

- ☐ Yes ☐ Sometimes
☐ No ☐ N/A

Scoring

Yes – 3 pts.

No – 0 pts.

Sometimes – 1 pt.

N/A – 0 pts.

To see how you rated, check the Appendix.

How did students rate?

70 – 90 pts. – Good Friend

50 – 69 pts. – Casual Friend

30 – 49 pts. – Merely Acquaintances

0 – 29 pts. – Not on Speaking Terms

Did the quiz give students any ideas for taking better care of the environment?

¹ Alberta Education Communications Corporation for the excerpts from *Great Expectations: Recycling in Alberta*, 1990.

Part B

The feminist movement has been one of the great forces at work in our society over the past two decades. Books, newspapers, magazines, and television and radio talk shows – all are constantly supplying us with information on women’s fight for social, legal, and economic equality.

To what degree have women attained true equality with men? Opinions on this issue differ widely.

Go to your library and do some research in recent magazines and newspapers on any aspect of this issue that interests you (your librarian or teacher can help you with this).

As an alternative, watch a television show or listen to a radio programme that discusses women’s concerns. Then write up your findings in a short report in the space provided. The following *Fact Sheet On Women and Poverty – 1989* prepared by the ASWAC (Alberta Status of Women Action Committee) will be a good source to get you started.

If you are interested in learning more about the Alberta Status of Women Action Committee and its Women and Poverty Campaign, you may contact them by telephone. Their phone numbers and addresses in Edmonton, Calgary, and Lethbridge can be located in the white pages of the telephone book under Alberta Status of Women Action Committee or, by the same title in the Yellow Pages under the “Associations” heading.

The report will, of course, be personal. Were students surprised by what they discovered, or did it confirm the beliefs they already had?

Does the report express what they wanted to say clearly and forcefully?

(The “Fact Sheet on Women and Poverty – 1989” is provided on the following page for reference.)

The Alberta Status of Women Action Committee Fact Sheet on Women and Poverty — 1989

"While women represent half the global population and one-third of the labour force, they receive only one-tenth of the world income and own less than one percent of the world property. They are also responsible for two-thirds of all working hours."

From the United Nations in the Year of Women

Women at Work

- Almost 2/3 of Alberta women over 15 are in the work force.¹
- In 1961 only 13 percent of poor families were headed by women; in 1986 – 35.1 percent.²
- In 1985, women represented 73 percent of all part-time employees in Alberta.
- 56.1 percent of all low-income Canadians are female.²
- Women earn an average of 60 to 65 percent of what males earn.³
- The wage gap between women and men is increasing.³

Our Families

- The majority of low-income families are working poor.²
- Families headed by women are 5 times more likely to be poor than those headed by men.²
- Couples with children averaged two and a half times the incomes of single parent families headed by women.²
- More than half of all families now have no children while only one in three of poor families have no children.²
- In 1969, the average income of a female-led household was 58 percent of the average male-led household. In 1986, it was only 55 percent.²
- More than five in ten single parent families are led by women; 56 percent have an income below the poverty line. Two in ten single parent families are led by men and only one in ten couples were poor in 1986.²

As We Age

- One elderly Canadian in five lived below the poverty line in 1986.
- 23.5 percent of aged women were poor, 12.5 percent of aged men.²
- The majority of aged poor – 71.7 percent – are women, although women represent 57.3 percent of all elderly.²
- 82.3 percent of unattached female elderly are poor, mainly widows, and seven in ten Canadian women over 65 live below the poverty line.²
- Currently, just over 190 000 Albertans, or eight percent of the population, are over 65 years of age. During the next 20 years, that sector of the population will rise to 300 000, or ten percent of the total.⁴

Child Poverty

- More than one million children in Canada live in poverty. This is an increase of 120 000 since 1980.⁵
- In Alberta in 1986, there were 93 600 children living in poverty. 55 200 live in two parent families and 34 000 live in female-led one parent families.²
- Infant mortality among the poor is twice the national average.
- Twice as many poor children fall behind in school achievement by the age of 15.
- The rate of truancy is twice as high for poor families as for other families.⁵

¹ Edmonton Social Planning Council Fact Sheet

² Poverty Profile 88 National Council on Welfare

³ Business and Professional Women's Club of Grand Prairie

⁴ A New Vision For Long-Term Care (The Mirosh Report 88)

⁵ Social Development Overview (Canada Council on Social Development, Vol. 6, No. 2, Winter 89.)

Section 3 Assignment

When changes are happening quickly, two forces are likely to be working against each other. One is the efforts of people to change many things at once so their lives will improve. Often they want to try a new political system as they believe the old one stands in the way of change.

The existing government and the people of wealth and power naturally will oppose rapid and widespread change. They feel threatened, even in physical danger. After all, revolutionary mobs have overthrown and executed their rightful leaders, as in the French Revolution. Thus government officials will take active measures, including the use of police and military force, to control the people when there is a hint of revolution.

This was the situation in England after the French Revolution as many of the effects of the Industrial Revolution were being felt in the country. Some of the people were talking of rebellion and the government was taking steps to prevent violence or any big change.

At that time most people did not read very well and newspapers were expensive. Important information was presented by notices and posters tacked up in public places. They were simple so most people could understand them easily.

Your assignment is to create **one** of the following:

1. a notice the government would put up advising of activities that are now forbidden

Hint: Review Activity 2 to get suggestions about what might appear on a government notice.

The notice would be simple but would give a few short reasons for the regulations.

There would be no illustrations but there would be a royal mark at the top to show that it is official. You may show this by a circle with "Royal Insignia" written in it.

2. a poster protesting certain injustices and demanding certain changes

Hint: Review Activity 2 to get suggestions about what might appear on a protest poster.

The poster should try to convince those who see it that something wrong is happening and must be changed.

To stir the imagination it will have some simple slogans and probably an illustration or two to catch people's attention.

If you are mailing your assignments, use colours. If you are faxing your material, use shading in your illustrations.

Complete your assignment in the space provided.

Imagination should be recognized but students must keep their creation in character. The notice should be sombre and sober. The poster may be quite strident. The information given must be logical and accurate. The following are some of the main points that may be expressed.

Government Notice

- *censorship laws*
- *laws forbidding free assembly*
- *laws against starting new clubs and societies*
- *new taxes on essential products*
- *stamp tax on revolutionary newspapers*
- *shutting down of certain newspapers*

Protest Poster

- *hunger*
- *unemployment*
- *crowded living conditions*
- *injustices*
- *taking away rights of free speech*
- *taking away rights of meeting with other people*
- *unfair taxes*

Final Module Assignment

EQUALITY IN THE FUTURE?

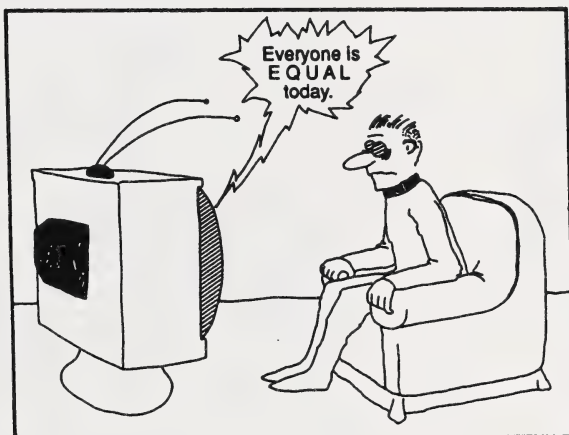
Will there be greater EQUALITY in the Canada of the future – **your** future?

Will there be a fair sharing of wealth and resources – a lessening of the gap between rich and poor – between privileged and disadvantaged?

Study the following cartoons and dialogue. Then complete the written assignment.

This dialogue should stimulate your imagination. It should help you to think about what the future may be like and whether people will become more equal as time passes.

Everyone is Equal Today





Your society is a lot different from my feudal society. We had great inequality then . . . but everyone knew their place in it – nobles, princes, peasants, priests . . .

It most certainly is! The fine lines between social classes blur . . . I mean, 27.5 percent of the people sampled in a U.S. survey didn't know which class they belonged to, and 19.5 percent in France gave no answer . . .

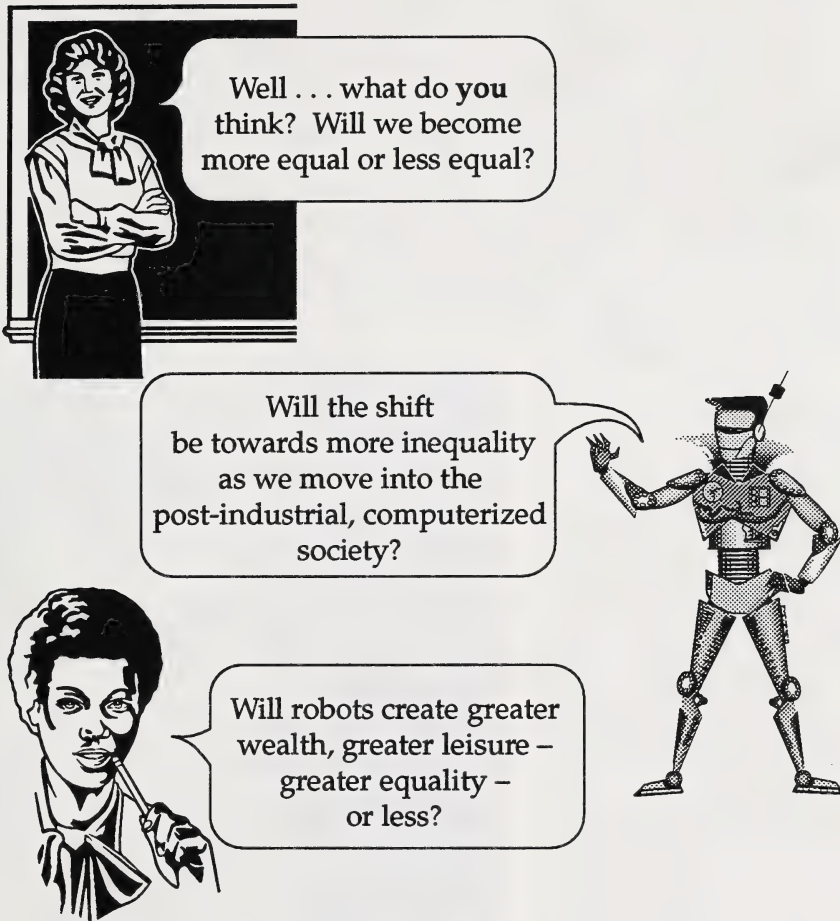


But we still have rich and poor . . . and the poor's only hope of betterment lies still in the redistribution of wealth.

Well . . . I don't exactly go along with that idea. I mean . . . as a matter of natural law and equity, what a person receives (short of theft) is rightfully his or hers. Why should I give money to help the less talented and disadvantaged?



And let's not forget the cost factor. All social and educational programs aiming for a fairer balance have to be paid for . . . and, ultimately, the taxpayers – you and I – foot the bill! This increases year by year.



On the appropriate pages write a **futuristic** description of Canadian society. Include details of social classes, incomes, technology management, women in the workplace, and so on.

If you wish, use such things as charts, diagrams, cartoons, drawings, cut-outs (from magazines), and imaginary news reports (from the future) to illustrate your description.

This assignment is entirely your creation and invites your **IMAGINATIVE IDEAS**.

Students' answers should show imagination, but this imagination must be solidly grounded in an understanding of such things as class structure, the impact of technology, women's struggle for equality and so on. Note that if well-handled, this answer should reveal not only an ability to make reasonable predictions about the future, but also a sound understanding of the progress Canadians have made over the past two hundred years toward a truly egalitarian society.

Look carefully at how well students defend their predictions.

Social Studies 23

Quality of Life



Learning
Facilitator's
Manual

Module
4



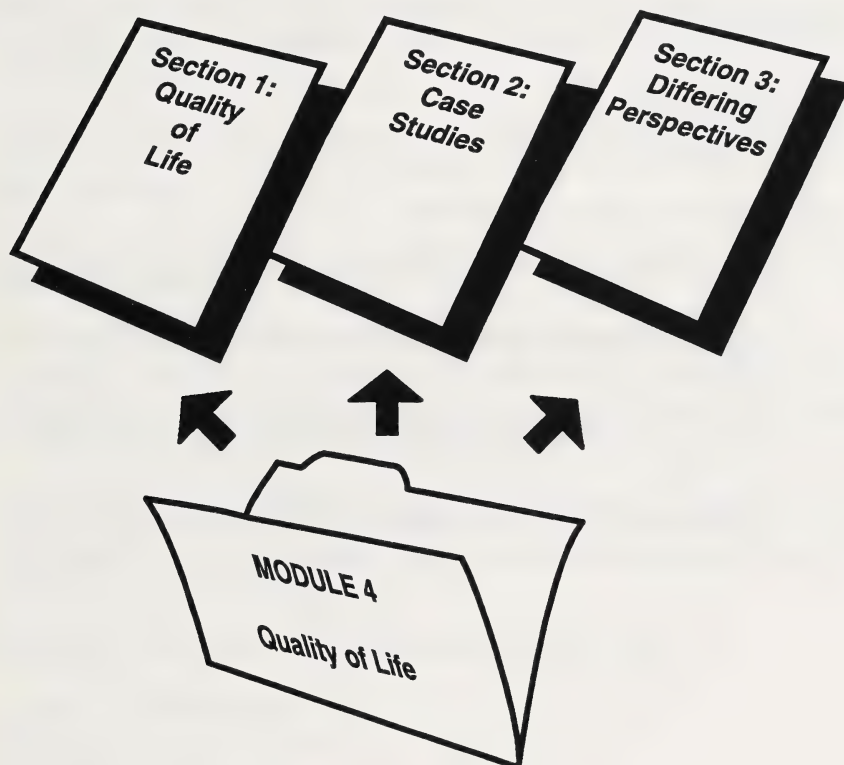
Distance
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Alberta
EDUCATION

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Module 4: Quality of Life – Overview

This module is designed to show students that differing viewpoints on quality of life exist in the world today. Cultures, beliefs, values, social structures, the environment – as well as government and economic policies – all help determine a person's quality of life.



Evaluation

The evaluation of this module will be based on three section assignments and one final module assignment:

Section 1 Assignment	20%
Section 2 Assignment	20%
Section 3 Assignment	20%
Final Module Assignment	<u>40%</u>
TOTAL	100%

Please Note:

There is an alternative activity based on a video program that you may wish your students to do. It is in Enrichment in Section 3. If you plan to use it you may want to order Show 1: *Behind the Image*, of the *Paths of Development* series, at this time.

Section 1: Quality of Life**Key concepts**

- quality of life
- standard of living
- value system

By the end of this section, students should

- be able to identify points of view or perspectives by analysing other cultures
- be able to work effectively in a group setting by discussing how governments influence lifestyles
- realize that the standard of living in some nations is better than in others; however, depending on what one values, quality of life may, in fact, be lower in these nations
- understand how food, health, and literacy directly affect standard of living

Teaching Suggestions

The following activities may help to enhance the concepts discussed in this section:

- As a possible opener for Module 4, ask students what they consider the good life to be. Who has it? Do they think everyone sees it the same way they do?
 - This discussion will force them to examine the concepts of standard of living and quality of life prior to the course definition. It will also help them realize that different people have different value systems.
- If there are several students in a classroom, it will be easier to do the survey question in Activity 1 as a group discussion. The students would discover that not everyone sees things the same way.
- Survey the students in the classroom to see how they would answer the questions to *Project Teen Canada* (Activity 2).
 - Try to get the message across that one's values and standards are not always best. Discuss advantages and disadvantages that students often don't think about. Then, discuss the advantages and disadvantages of living in a Third World nation. Stress the advantages that most people don't usually emphasize.
 - The story of *The Rats* in Activity 2 shows the typical reaction of young people to the problems of other nations. They are concerned, but don't take the next step of doing something about solving the problem. Discuss what students can actually **do** to help people in Third World countries.
- Have students listen to songs dealing with materialism, for example,
 - *Material Girl* by Madonna
 - *Money, Money, Money* by Abba
 - *Simple Life* by Valdy
 - *Money* by the Flying Lizards
 - *Money* by Pink Floyd

See if the students can bring songs on the theme of materialism to class. Listen to these and then determine what the musicians are trying to say through the lyrics.

Section 1: Activity 1

1. Rate on a scale of 1 to 5 how important the following are in giving you a good or desirable quality of life. Ask an older member of your family to do likewise (use a different colour pen to mark their responses). The comparison between your values and those of the other person could be interesting.

	Least Important			Most Important	
FRIENDS	1	2	3	4	5
HEALTH	1	2	3	4	5
CAR	1	2	3	4	5
FAMILY	1	2	3	4	5
FREEDOM	1	2	3	4	5
PERSONAL WEALTH	1	2	3	4	5
TV	1	2	3	4	5
NATURE	1	2	3	4	5
JOB	1	2	3	4	5
RELIGION	1	2	3	4	5
LEISURE TIME	1	2	3	4	5
FOOD	1	2	3	4	5
EDUCATION	1	2	3	4	5
HOUSE/APARTMENT	1	2	3	4	5
LOVE	1	2	3	4	5
SAFETY/SECURITY	1	2	3	4	5

Answers will vary depending on what students consider important and valuable. Items in which a higher number is circled will be those that are considered important. Those with a lower number circled are those considered less important.

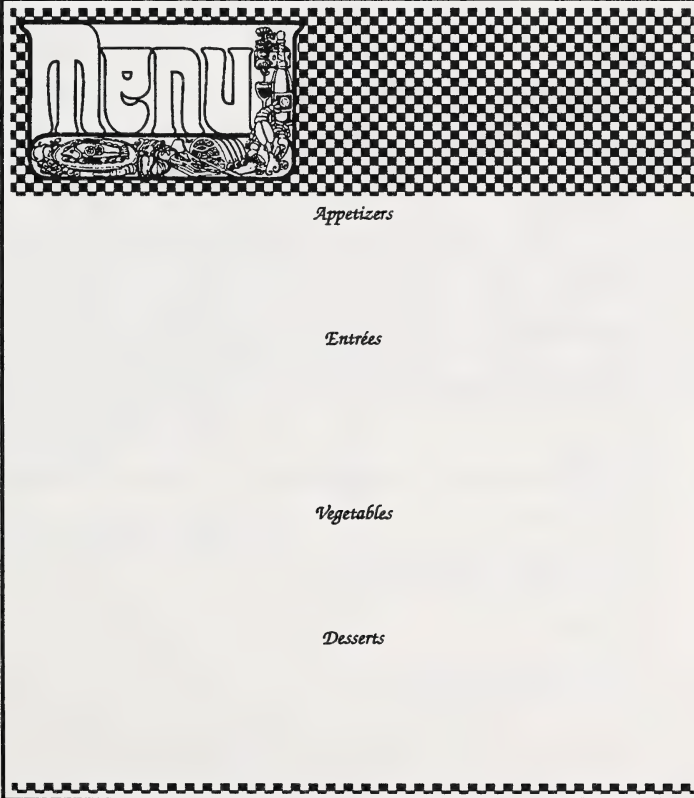
Did an older person do the survey as well? Do their opinions vary from the students' opinions?

2. Did you find the bushman's menu appetizing? Consider these items which might appear in some of our finer restaurants:

- tripe (a stomach)
- sweetbread (a pancreas)
- headcheese (a jellied sausage made up of the meat of the head, feet, tongue, and heart of a pig)

Fill in the following menu with items that you eat in your household that may appear strange to a Bushman. Give a very brief description of the item if you are using a specific term, for example:

- Baked Alaska is a dessert of cake, ice-cream, and meringue
- a hot dog is a sausage served in a bun



menu

Appetizers

Entrées

Vegetables

Desserts

Answers will vary according to personal experience. Have students described any terms which might be unfamiliar to a Bushman? (Please note: the menu shown here has been reduced.)

Section 1: Activity 2

1. Rate on a scale of 1 to 5 how important the following would likely be to a person of your age living in a very poor nation of the world.

	Least Important			Most Important	
FRIENDS	1	2	3	4	5
HEALTH	1	2	3	4	5
CAR	1	2	3	4	5
FAMILY	1	2	3	4	5
FREEDOM	1	2	3	4	5
PERSONAL WEALTH	1	2	3	4	5
TV	1	2	3	4	5
NATURE	1	2	3	4	5
JOB	1	2	3	4	5
RELIGION	1	2	3	4	5
LEISURE TIME	1	2	3	4	5
FOOD	1	2	3	4	5
EDUCATION	1	2	3	4	5
HOUSE/APARTMENT	1	2	3	4	5
LOVE	1	2	3	4	5
SAFETY/SECURITY	1	2	3	4	5

Once again, answers will vary depending on what students think people consider important or valuable. It is difficult to generalize because societies place high value or emphasis on a variety of things. Students are to remember that they are answering from the viewpoint of a person in a very poor nation.

2. Now compare this questionnaire with the one you completed in Activity 1. List the three most important (or highly valued) items and the three least important (or least valued) items for both you and the individual from the poor nation. Note the similarities and differences that exist.

Answers will vary. Students should note any similarities or differences in their questionnaires.

3. Attempt to explain why there are differences between the two viewpoints.

Answers will vary. Differences will exist because each group values something different. For example, money and a high standard of living may be very important to some. These may not be important to people from a poorer nation. Instead, they may value family and friends more highly.

4. Pretend you are from one of the following areas:

- a coastal area
- a desert
- the middle latitudes
- a tropical area
- a polar region

In the space provided write a friendly letter that shows how the environment affects your standard of living and quality of life.

Answers will vary. Generally speaking, those areas that have more resources to draw upon will have a higher standard of living. If people living in such areas consider this important, they will also have a higher quality of life. Conversely, a region with few resources, like a desert or the polar region, will have a lower standard of living. People from these regions may or may not have a poor quality of life depending on what they value. If they consider family and friends to be most important they may consider themselves to have a poor standard of living but a comparatively high quality of life.

5. What type of area do you live in? What do you enjoy most about the area you live in?

Answers will vary and will be personal.

6. As you recall from **Module 3: Egalitarianism**, there are many differences between classes. Can you identify several of these? Two have been included to show you how to complete the chart. Now fill in the rest of the chart with other possible areas of difference.

There could be many answers other than those given. These are examples only.

Areas of Difference	Higher Class	Lower Class
education	higher levels of education, e.g., university or college	less education – no post-secondary education
living conditions	sparsely inhabited areas, single-family homes	crowded areas, slums
<i>literacy</i>	<i>more people literate</i>	<i>more people illiterate</i>
<i>food</i>	<i>higher calorie intake</i>	<i>lower calorie intake</i>
<i>housing</i>	<i>more single-family dwellings (fewer people per dwelling)</i>	<i>more multi-family dwellings, apartments, (more people per dwelling)</i>
<i>health</i>	<i>good – greater access to doctors</i>	<i>poor – limited access to doctors and greater health problems</i>
<i>leisure time</i>	<i>generally more</i>	<i>generally less – must work more for basics of life to be met</i>
<i>savings</i>	<i>generally, much money is invested</i>	<i>very little money in savings</i>

7. Think of at least eight ways in which government policies and regulations affect your life and, consequently, the quality of your life. Ask yourself if the government regulations improve or impair (hurt) your quality of life. Place a check in the appropriate space.

There are, of course, many government policies and regulations. What follows is only a sample. Students' answers will probably be very different. Answers on the effect of these regulations and policies will reflect personal views. Students should be sincere and serious. For example, although no one likes getting speeding tickets, they must ask themselves what would happen if there were no regulations regarding the speed at which vehicles travel.

Regulation	Effect	
	Improve	Impair
• <i>traffic lights that control intersections</i>		
• <i>subsidies for day-care</i>		
• <i>subsidies for health care</i>		
• <i>control of Canadian content on TV</i>		
• <i>regulations of Canadian airtime on radio</i>		
• <i>taxes on cigarettes and alcohol</i>		
• <i>speeding tickets</i>		
• <i>minimum-wage laws</i>		
• <i>Unemployment Insurance payments to qualifying unemployed</i>		
• <i>income tax requirements</i>		

8. As a member of your family, you have certain rights and responsibilities. In some families, all household duties are divided up equally. Throughout the week certain jobs are completed. On weekends, a number of others must be done.

Imagine a member of your family was involved in a car accident and was left seriously disabled. One other member is fully capable of doing all the work asked, but is quite irresponsible and lazy. How would these things affect who would do what? Further, as some parents tie allowances to completion of chores, who would get how much for doing what?

Decide in a short paragraph what you would do if you were the parents in this family. Would members of the family get an allowance even if they were not required to do any of the actual work? If they continually refused to work even though it was their responsibility, would you give them any spending money?

There will basically be three different ways of thinking:

- *Members of the family, regardless of situation, receive an allowance only if the assigned work is completed.*
- *Members of the family do whatever they are capable of doing and all receive a similar allowance.*
- *Members of the family do whatever they are capable of doing and all receive a basic allowance. Those who actually do the most work will get a bigger allowance.*

9. Make a list of some of the things that are done normally in our society to keep us healthy. The first is done as an example.

Answers will vary but should include many of the following points:

- *wash hands before eating*
- *wash clothes regularly*
- *drink water that has been treated*
- *cook meat properly*
- *wash pots, pans, and so on*
- *get inoculated for diseases*
- *see doctor regularly*
- *take vitamin pills*
- *dispose of garbage*
- *hospitalize the sick*

10. Look at the following photographs which illustrate traditional and industrial methods of farming. In the chart provided, list the advantages and disadvantages of each method of agricultural production.

Method of Production	Advantages	Disadvantages
Mechanical or Industrialized	<ul style="list-style-type: none"> • <i>greater efficiency</i> • <i>higher profit</i> • <i>more leisure time</i> 	<ul style="list-style-type: none"> • <i>greater expense</i> • <i>probably more emphasis on materialism</i> • <i>more unemployment</i>
Simple or Traditional	<ul style="list-style-type: none"> • <i>more social interaction</i> • <i>greater sense of accomplishment</i> • <i>less rush or hurry</i> 	<ul style="list-style-type: none"> • <i>longer time</i> • <i>less product per person (only enough output for local consumption)</i> • <i>greater labour</i>

11. How could you describe the demography of the area where you live? Briefly discuss the various demographic conditions that influence your standard of living.

Answers will vary. Did students determine that their standard of living was high, low, or somewhere in-between? They should have examined these demographic influences: population density, infant mortality rate, birthrate, death rate, life expectancy, and level of literacy.

12. Now that you have experienced a role-playing situation, think back to the problem of high population density in some countries. See if you can put yourself right into the shoes of a citizen of one of these nations. Write a paragraph explaining why your people continue to have so many children and describe what it is like to live in so crowded a place.

Remember, these are not your own views, but the views of the person whose role you're playing.

Answers will vary. The exploration of the high birthrate in the chosen country should look at tradition, lack of access to and ignorance about birth control, and the necessity to assure support in old age. Students might also point out that the society values people more than it does possessions. A person with no family might be considered poorer than a person with no money.

Regarding lifestyle, students should have included statements that indicate there is a lack of space (elbow room). Further, a lack of privacy would be considered important. A higher crime rate usually occurs in areas with a high population density. Impersonality and anonymity prevail because it is impossible to get to know everyone living nearby. Satisfaction with lifestyle is difficult when people live in overcrowded conditions.

Section 1: Follow-up Activities

Extra Help

After you have analysed the factors which affect quality of life, answer the following true-or-false questions by putting a T or F in each blank. Your answers may vary depending on your viewpoint.

- F 1. Quality of life and standard of living mean the same thing.
- T 2. Both beliefs and values affect quality of life.
- T 3. An urban environment usually means a higher standard of living.

*Generally speaking this may be true, but in some poorer nations, standard of living may not be higher in the cities. In this case the answer would be **False**.*

- F 4. The Untouchables in India have a better lifestyle than the Brahmins.

Brahmins would generally be considered as having a better lifestyle. Some people would argue that it depends on what is meant by better lifestyle. People may feel the Untouchables, though poor and materially deficient, would have the better quality of life.

- F 5. Dictatorial governments give more freedoms than democratic governments and, consequently, there is a higher standard of living in nations with dictatorships.

- T 6. Capitalism and planned economies are different economic systems.
- F 7. Women generally have a higher literacy rate in poorer nations than they do in richer nations.
- F 8. If a country has many resources, its people will have a relatively high standard of living as well as a good quality of life.
- Although more resources will generally lead to a higher standard of living, they may not lead to a better quality of life. This depends on what is valued and considered important in life.*
- T 9. Countries that have high birthrates and high death rates generally tend to be poor.
- T 10. If you must spend most of your daily life meeting your basic needs, your goals and aspirations will probably be different from those of people who have more leisure time.

Enrichment

1. Now it's your turn! Draw a cartoon that shows a positive relationship between quality of life and any one of the nine factors studied in Section 1:
- beliefs and values
 - economic strategies
 - environment
 - food, health, and literacy
 - social structures
 - technology and resources
 - government policy
 - demography
 - aspirations of people

The cartoon can be humorous, cynical, or thought provoking, but it must show the relationship between quality of life and any of the nine factors studied.

2. Some people live their lives according to a slogan or catchphrase. For example, people who do not consider their future important live their lives according to the slogan,

Live for today for tomorrow you die.

Some others, who do not consider the past important, may have as a slogan,

Today is the first day of the rest of your life.

Others, who see themselves as a tiny part of the universe and therefore as unimportant and small, may use a catchphrase like,

The world is an ocean and we are but droplets of water.

Materialists would live their lives according to the slogan,

Money makes the world go round.

As you can see, there are many catchphrases to describe what you consider important .

Come up with two phrases that could reflect the way you feel about quality of life. What counts most in your life?

Almost any slogan can be used here as long as students can support it with a reason for living their lives by it.

Some examples other than those given could be these:

- *All work and no play makes Jack a dull boy.*
- *United we stand, divided we fall.*
- *Don't count your chickens before they're hatched.*
- *Do unto others as you would have them do unto you.*

Section 1 Assignment

What kind of an actor would you be? Do you have a dramatic flair? Here's your chance not only to use your imagination, but also to try your hand in the field of arts and entertainment.

Role-playing is the ability to put yourself in someone else's shoes and to see things from that person's point of view. You are asked to write a script for a role-playing situation on the topic of **quality of life** as studied in Section 1.

You will write a script of two to three pages in which two people discuss their different viewpoints on quality of life. One person should be from a wealthy country like Canada while the other should be from a less-developed nation. The choice is yours.

Your assignment should include the following:

- a brief introduction naming your characters and the country in which they live
- a dialogue that should include
 - each person's definition of quality of life
 - what each person sees as the best feature of his or her own country
 - what each person sees as the worst feature of his or her own country
 - comments on at least **three** factors studied in Section 1 (for example, if one of your characters lives in a jungle area, that character should mention how the jungle life affects quality of life there)

Be sure that students provide the two required definitions of quality of life – perhaps materialism versus an emphasis on such things as family and friends. Students must also, in their dialogues, have both characters tell what they value most about their own countries and what they see as the worst features in the other's country.

Be flexible in marking, but be sure the student's answers reflect an understanding of the concepts of Section 1.

Section 2: Case Studies

Key Concepts

- **quality of life**
- **standard of living**
- **value system**
- **regional disparity**

By the end of this section, students should

- be able to determine the difference between standard of living and quality of life
- be able, from their examination of Canada, China, and Ethiopia, to determine what factors contribute to quality of life within each nation
- be able to predict the increase of China's future population based on the present growth rate
- gain experience in working effectively in group settings by completing a survey
- be able to evaluate alternative solutions on global issues such as restricting population growth in China

Teaching Suggestions

The following activities may help to enhance the concepts discussed in this section:

- To help students get a good start in this section discuss the Activity 1 survey results dealing with quality of life in Canada. Which factors most affect Canada's quality of life?
- Have students bring articles to class about China or Ethiopia. Discuss the point of view in each article. Does the story portray the country as having a low standard of living and poor quality of life?
- To emphasize further the concept of regional disparity, ask students to discuss where in Canada they have lived. Was life different there than it is where they are now?
- Have students do map work on Africa and Asia to show which countries border Ethiopia and China, and which towns, cities, and geographical features are located near these two nations.
- Have students listen to the songs *We Are The World* and *Tears Are Not Enough* when discussing the LIVE AID concert of July 1985. What other songs show that musicians are concerned about the unfortunate in the world (e.g., *Man in the Mirror* by Michael Jackson or *Another Day in Paradise* by Phil Collins)?

Section 2: Activity 1

1. Make up a word-search puzzle using at least twelve words that come to mind when you think of Canada and Canadians. Fill in the remaining spaces with assorted letters. If you like, give it to someone to complete.

Answers will vary. Some obvious words would probably be

- *varied*
- *big*
- *cold*
- *snowy*
- *mountainous*
- *friendly*
- *peaceful*
- *hospitable*
- *multicultural*

The word-search puzzle should be filled in completely.

Were students able to interest anyone in completing it?

2. Have you ever conducted a survey? Here's your chance. Some of you may have limited access to individuals to survey, but the greater your sampling, the more interesting and reliable the results will be. If you are in a classroom setting, you may have a better opportunity for an increased number of responses. Teleconferencing is an exciting way of completing this activity. Ask your learning facilitator how to use this option. If you are at home, you may interview your family members or friends.

Following are six questions you can use in your survey. Feel free to add up to four more questions. Review the nine factors studied in the previous section to help you come up with appropriate questions.

- What do Canadians believe in and strongly value?
- Does the environment affect you? How?
- Do you notice class differences (upper, middle, and lower)?
- Give an example of how the government affects you. Generally, does it increase or decrease your quality of life?
- How does Canada compare with other nations in terms of food, health, and literacy?
- Do you consider Canada relatively rich in resources and technology?

Now think up four more questions of your own.

For questions 2–4 answers will vary.

The general comment regarding standard of living would probably be that Canada has a relatively high standard of living. General statements on quality of life will vary. People who emphasize materialism will say Canada has a very good quality of life. Those who value such things as family, friends, clean environment, and love, may find that Canada has a number of problems that accompany becoming industrially advanced – for example, pollution, crime, poverty, and waste. Such people may see the quality of life of less technologically advanced countries as being higher because of the emphasis on nature and people.

3. Once you have surveyed what you consider to be an appropriate number of people, depending on what kind of setting you find yourself in, look over the answers. Although it may be difficult to generalize, what were some of the most common responses to the following points?
- a. Canadian beliefs and values:
 - b. Canadian environment:
 - c. Canadian class structure:
 - d. Canadian government and its effects:
 - e. Canadian food, literacy, and health:
 - f. Canadian resources and technology:
 - g. Other areas:

Answers will vary. See the comment following Question 2.

4. From the previous information, make a general comment regarding standard of living and quality of life in Canada.

Answers will vary. See the comment following Question 2.

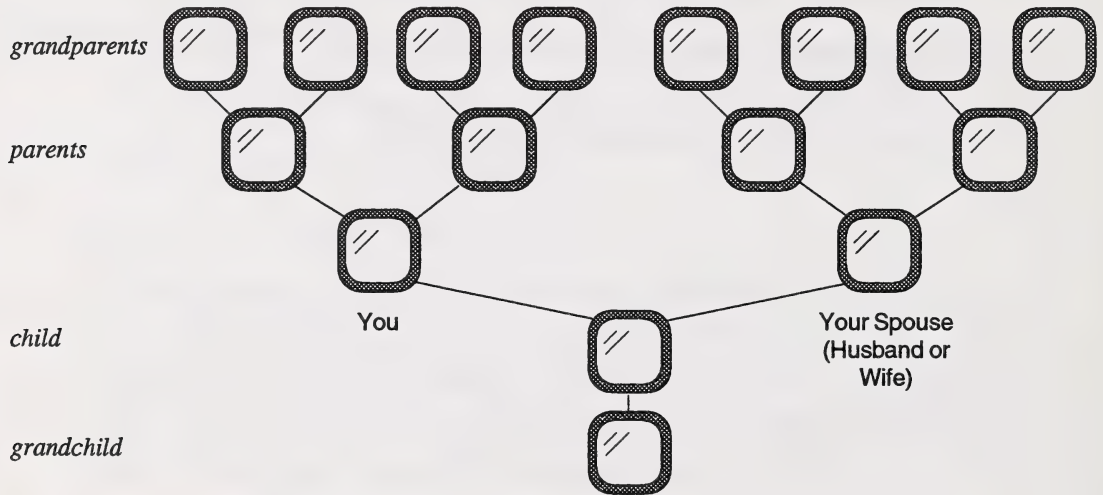
Section 2: Activity 2

- Imagine yourself living in a nation where all families have no more than one child. Why would this have a major effect on the size of the population over fifty years or so? A way to visualize the change is to make a chart like the one that follows. Your space and your spouse's space are marked. Label the remaining spaces with the following family members:

- the grandparents
- the parents
- your child
- your grandchild

You may wish to colour-code or shade the various spaces to make your chart easier to understand.

The chart should look like this



2. Look at what has happened in five generations, on one side of a family, as your child would see it (the preceding diagram).

- a. How many people were in the grandparents' group?

8

- b. What is the number in the grandchild's group?

1

- c. Why is the one-child policy so popular with the Chinese leaders?

It is quite clear that the population size will be greatly reduced over a few decades.

3. Laws aimed at restricting people's right to have children have always been controversial. Many people think that the right to choose family size is fundamental and sacred; government should not tamper with it. Others believe that in countries like China such laws are necessary if human beings are to attain any decent quality of life.

What are your views? Take a position on this issue – for or against – and argue your views in a well-organized, clearly-presented answer of one or two paragraphs.

Answers will be personal. Are students' ideas clearly expressed? Have they defended them logically and honestly?

4. Imagine yourself absolute dictator of China. List the first five laws you would pass to try to solve your country's population problem and increase your people's standard of living and quality of life.

Answers will express personal ideas. Would students' proposed laws be fair? Would they be enforceable? Would they work?

Section 2: Activity 3

1. What do you know about Ethiopia? Have you ever heard of the country occasionally referred to as the Hidden Empire? Take the following pretest to give yourself an indication of your knowledge of this third case study.

- a. In which continent is Ethiopia situated?

Ethiopia is in Africa.

- b. In which part of that continent is it located (north, south, east, or west)?

It is in the northeast part of Africa.

- c. What is the country's physical environment generally like?

The country is desert-like for the most part.

- d. Briefly describe the people of Ethiopia.

The population is varied. There are many ethnic groups, languages, dialects, and religions.

- e. What event put this country in the international spotlight in the early 1980s?

There was a severe drought.

- f. What kind of government does Ethiopia have?

The government is communist.

- g. Who ruled Ethiopia for fifty-eight years until 1974?

Haile Selassie ruled until 1974.

- h. What area south of the Sahara Desert is slowly becoming a desert also?

This is the Sahel region.

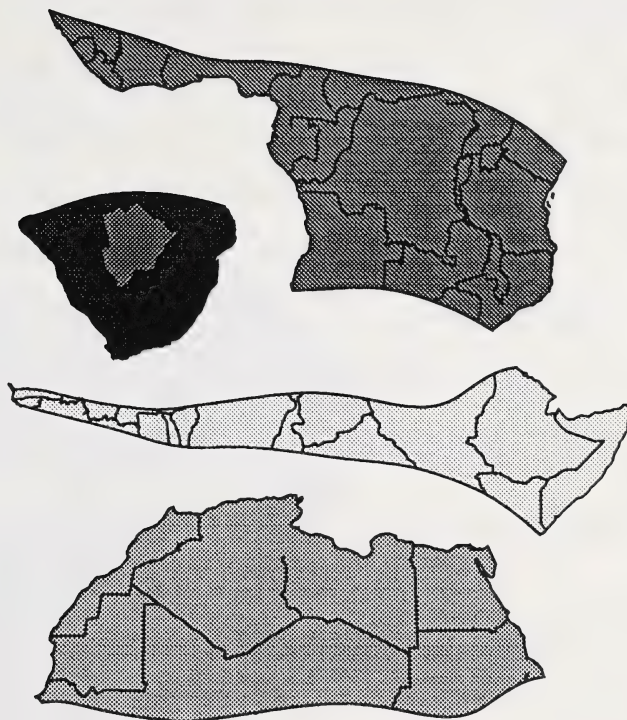
- i. What is resettlement?

Resettlement is a term used to describe the forced moving of people from one region to another.

- j. Where is Eritrea?

Eritrea is a province in the northern part of Ethiopia. Some people from this area are fighting for their independence.

2.



Key:

Sahelian Zone
(area of worst drought)

Desert



Area of Secondary Drought

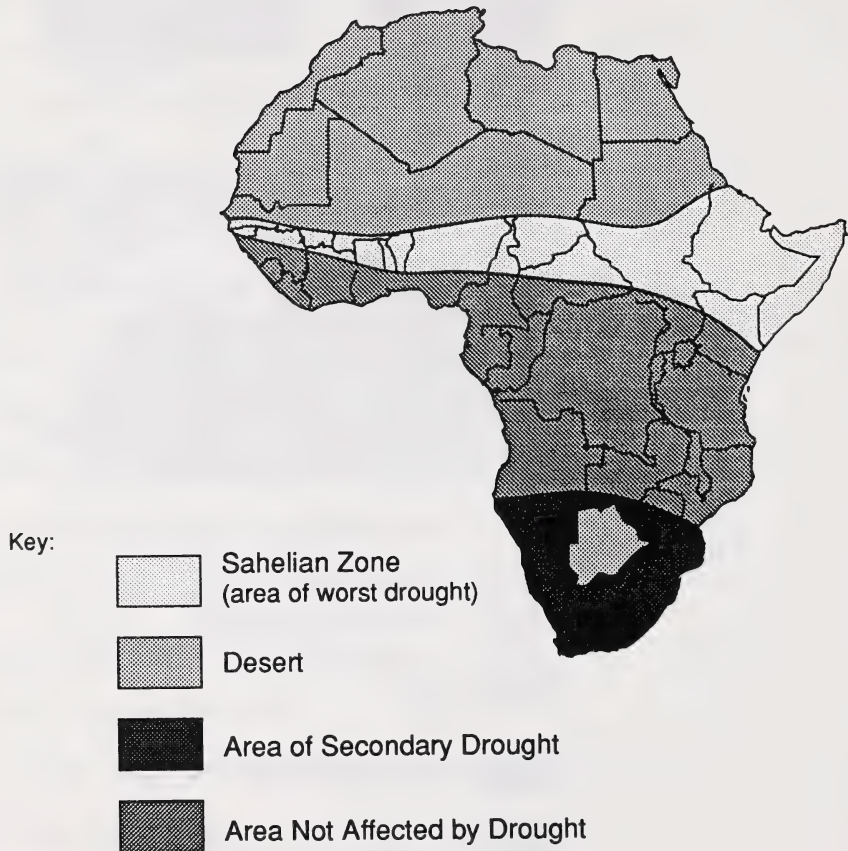


Area Not Affected by Drought

How good are you at piecing together puzzles? Trace the various parts of Africa shown here. Cut out your tracings and put them together in the space that follows.

The key will help to show you how desertification is affecting Africa generally and Ethiopia specifically.

Desertification in Africa



3. How well have you mastered the material you've just studied on Ethiopia? Put a **T** or **F** beside each statement that follows to indicate whether it is true or false.

- F a. The capital of Ethiopia is Abidjan.
- F b. Though it faces many problems, Ethiopia is not threatened by desertification.
- T c. Reforestation has proven unsuccessful in Ethiopia.
- F d. Ethiopia's government stresses free enterprise.
- T e. Ethiopia has had border disputes with neighbouring Somalia.
- T f. The Ethiopian government has been accused of misusing aid sent by foreign nations.
- F g. Ethiopia's high birthrate is offset by an equally high death rate.
- F h. Despite their poverty, almost all Ethiopians can read and write.
- T i. Women are especially disadvantaged in Ethiopia.
- F j. A major advantage that Ethiopia does have is that it is ethnically and linguistically tightly united.

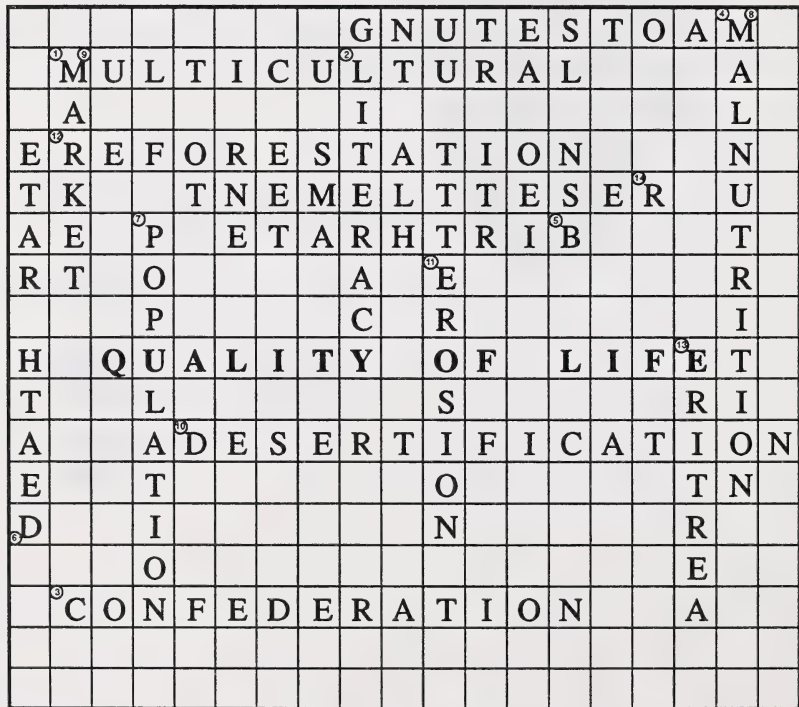
Section 2: Follow-up Activities

Extra Help

Here is a word-search puzzle. Locate and circle all the words from the list which follows. If you don't recall what a word means or refers to, go back to your notes and look it up. Words can be formed in any direction: up, down, and backwards.

The words in the puzzle are identified for you with the small circled numbers:

- | | |
|-----------------|-------------------|
| ① multicultural | ⑧ Mao-Tse-Tung |
| ② literacy | ⑨ market |
| ③ Confederation | ⑩ desertification |
| ④ malnutrition | ⑪ (soil) erosion |
| ⑤ birthrate | ⑫ reforestation |
| ⑥ death rate | ⑬ Eritrea |
| ⑦ population | ⑭ resettlement |



Enrichment

- Imagine that you are living in China. You realize that, because your country is the most heavily populated nation in the world, something has to be done about controlling the population. You understand the controversial one-child policy quite well. On the chart, list some of the possible advantages and disadvantages of such a policy.

Here are some possible advantages and disadvantages. Students may well have thought of others.

Advantages	Disadvantages
<ul style="list-style-type: none"> • <i>There is more food available per person in China</i> • <i>There is a lower population density (i.e., it's less crowded).</i> • <i>There are more resources available.</i> • <i>China is a leader in controlling the population explosion.</i> • <i>More attention can be given to individual children.</i> 	<ul style="list-style-type: none"> • <i>There is less freedom to decide on the size of your family.</i> • <i>It goes against large, traditional Chinese families.</i> • <i>There are too few people to help on the farms.</i> • <i>People have few relatives.</i> • <i>There are more spoiled children.</i>

- China was the first (and so far, only) nation to surpass the one billion mark – in 1984.

What will China's population be by the year 2000? See if you can figure it out. A calculator would definitely help here, but if you don't have one, it's still possible to come up with the answer.

The population in China by 1988 was 1 100 000 000. Assume the present population growth rate of 1.2 percent continues until the year 2000. For example, if the population was 1 100 000 000 at the beginning of 1988 and the growth rate is 1.2%, this would be your calculation:

Step 1: Find the increase in population:

$$\begin{array}{rcl}
 1\,100\,000\,000 & \text{(1988 base population)} & \\
 \times 0.012 & \text{(1.2\% growth rate)} & \\
 \hline
 13\,200\,000^* & &
 \end{array}$$

* This is the number of new people added to China's population in 1988.

Step 2: Add the increase to the present population:

$$\begin{array}{r}
 1\ 100\ 000\ 000 \text{ (1988 base population)} \\
 +\ 13\ 200\ 000 \text{ (increase in population)} \\
 \hline
 1\ 113\ 200\ 000^{**}
 \end{array}$$

** 1989 population

Remember, for each year multiply the **new** population base (rounded off to the nearest million) by the population growth rate of 1.2 percent. You then add the increase in population to the **new** base population.

These steps illustrate the calculations for the 1990 population:

Step 1: $1\ 113\ 000\ 000$ (1989 base population rounded off)

$$\begin{array}{r}
 \times\ 0.012 \text{ (1.2\% growth rate)} \\
 \hline
 13\ 356\ 000
 \end{array}$$

Step 2: $1\ 113\ 000\ 000$ (1989 base population)

$$\begin{array}{r}
 +\ 13\ 356\ 000 \text{ (increase in population)} \\
 \hline
 1\ 126\ 356\ 000^{***} \text{ (***) 1990 population}
 \end{array}$$

***The new population at the beginning of 1990 is rounded off to 1 126 000 000.

Following the examples, determine the populations for the succeeding years. Use your own paper for the calculations.

1991: *1 140 000 000*
 1992: *1 154 000 000*
 1993: *1 168 000 000*
 1994: *1 182 000 000*
 1995: *1 196 000 000*
 1996: *1 210 000 000*
 1997: *1 225 000 000*
 1998: *1 240 000 000*
 1999: *1 255 000 000*
 2000: *1 270 000 000*

Section 2 Assignment

Complete any **two** of the following three questions. Each question is worth ten marks.

1. Have you ever written a letter to the editor of your local newspaper? It's not as difficult as it sounds! All you need is a viewpoint backed by a few facts and reasons.

Imagine you are living in China. The government is putting pressure on you to have only one child. How do you react to this? Express your opinion in a letter to the editor of a newspaper. Your letter should be clear, concise, and to the point.

In order to get a feel for these letters, it might be a good idea to read several letters to the editor. They can be found in any newspaper or journal, and many magazines.

Letters should be clearly presented and logically argued. They must reflect a believable reaction on the part of a Chinese citizen, and should demonstrate the student's understanding of the implications of the one-child policy.

2. Make up a short poem about **either** life in China **or** life in Ethiopia. The poem should describe life as you see it **now** as opposed to before you read through Section 2.

Be sure to give your poem a title.

Poems will vary tremendously. Check for descriptive points applicable to the country chosen.

3. In conducting your survey on Canada in the early part of Section 2, you no doubt noticed that many of the comments from your respondents were similar. Did you, however, note comments that were different? Why would there be these differences? What would cause them?

Write five statements that reflect differences that existed in the answers of people you surveyed, and suggest possible reasons for each difference.

One example is given as a guideline. As you can see, not only is a difference in opinion pointed out, but a possible explanation for the difference is given as well.

Example:

There were various answers about the importance of money and material possessions. It seemed that older respondents did not see material wealth as important as did young people. Perhaps this is because they were brought up with fewer possessions and therefore learned to place value on other things.

What follows are possible generalized statements from the students' surveys. Others are possible, as well. Be sure that students offer explanations of why these differences exist.

- *Older people may not consider materialism as important as young people do.*
- *Older people may notice class differences much more than do young people.*
- *Poorer people may not consider Canada the land of plenty in relation to food.*
- *Rich people may find that they can afford any health services whereas the poor may not.*
- *People in more impoverished regions may not see Canada as having a great many resources.*
- *Women may not agree with government and economic policies that keep wage earnings at different levels for men and women.*
- *Young people may not agree with government and economic policies that give better jobs to older people.*
- *People in poorer areas may not see the literacy rate as being as high as others do.*
- *People living in cities may not be affected by the environment to the same extent as rural dwellers.*
- *Ethnic minorities may want to change government policy that emphasizes the tyranny of the majority.*

Section 3: Differing Perspectives

Key Concepts

- quality of life
- standard of living
- value system

By the end of this section, students should be able to

- compare differing lifestyles from different perspectives
- see the good aspects of alternate points of view
- understand that there are differing viewpoints in regards to dress, foods, beliefs, and values
- interpret a cartoon
- prepare a debate showing differing perspectives on Canada, China, and Ethiopia

Teaching Suggestions

The following activities should enhance the concepts presented in this section:

- Discuss these questions:
 - How do people dress differently in the school you attend? Why?
 - What foods do people eat? Are there any differences? Why?
 - What are some of the beliefs and values that people in your classroom have? Are there differences?
 - What are students' anticipations regarding marriage?
- If possible, carry out a debate based on the module assignment – the quality of life in Canada, China, and Ethiopia. It will really bring home the point of the module.
- Get students to describe their various lifestyles and see if they can decide who has the best or worst quality of life. This activity would really show how difficult it is to compare quality of life.

Section 3: Activity 1

1. What do you see as a typical wedding? What will your wedding be like? Answer the following questions.

- a. How old will you be?

Answers will vary. Generally Canadians get married in their early- to mid-twenties.

- b. How old will your spouse be?

See the answer to Question 1. a.

- c. Will you be married in a church, a garden, or a government building?

Answers will vary because of preference. Although most Canadians marry in churches there are many alternatives.

- d. How many people will you invite to your wedding?

It is difficult to make a general statement here. There can be anywhere from a small handful to hundreds of people invited.

- e. What gifts will you receive?

Wedding gifts in Canada will usually be money or material goods that can be used by the couple in their home.

2. What two things do you value most in life?

Answers will vary. Many Canadians will blend material and non-material items as things they value – money, cars, and luxury items, as well as friendship, family, love.

3. How do these values affect your life in a way others can see? (For example, if you value your family highly, will you spend extra time with them?)

If students value money highly, for example, they will do what is necessary (e.g., work hard) to get as much of it as possible. If they value their families, they will spend time with them, have patience with each member, and develop relationships with them.

4. Does everyone in Canada value the same two things that you do? Explain.

Everyone is different. Perhaps some may value the same things the students do, but many others will value other things.

5. How do you know what things other Canadians value? Suggest two ways.

Although it is sometimes difficult to tell what others value, if a person spends time with people (listening to them talk, looking at what they own, seeing how they interact with family, noticing how they take care of themselves), it will eventually be understood what they emphasize in their lives. If they jog, don't smoke, don't drink, and eat healthy foods, it would be obvious that they value their health. If they spend all their time at work, they may value their career choice highly.

6. Do you think other people should value the same things you do? Explain your reasons.

Answers will be personal. This is actually a very complex question. Canadian society, for the most part, feels that it is best to allow people to create their own values. However, this can be taken only so far; for example, citizens do not tolerate those who value the freedom to commit acts of violence on others.

*How far do students think society should allow people to value whatever **they** want?*

7. Do you think that the people of China or Ethiopia all value the same things? Explain your reasons.

As in Canada, variety exists among the people in Ethiopia and China. The factors affecting quality of life may be different from one part of a country to another.

8. How tolerant are you of others? Do you sometimes see things only from your own point of view or can you see things from the points of view of others? Give an example of seeing a situation from a different point of view.

This answer will be personal. Have students been completely honest in their responses? Do they think they should try harder to understand other people's viewpoints?

9. How can people be made to be more tolerant of others?

People can become more tolerant of others simply by understanding that one's own way is not necessarily the best or only way. There are other perspectives. People in other cultures are not necessarily wrong; they just value different things.

Section 3: Activity 2

1. Do the following activity, to show that you understand and are able to interpret the account of the Nacirema society. Words in parentheses should be restated using terms from our culture. If you are having difficulties, read the section immediately following the questions.
 - a. The focal point of the shrine is the medicine cabinet (a box which is built into the wall).
 - b. The most powerful specialized practitioners are the doctors (medicine men) who must be rewarded with money (substantial gifts).
 - c. The secret writing is understood only by the medicine men and the pharmacists (herbalists).
 - d. Another daily ritual is brushing the teeth (the mouth-rite).
 - e. The ritual consists of inserting a toothbrush (bundle of hog hairs) into the mouth.
 - f. People seek out a dentist (holy-mouth-man) once a year.
 - g. This person uses various instruments to clean and repair your teeth (exorcise the devils of the mouth).
 - h. Medicine men sometimes give people injections (jab magically treated needles into their patient's flesh).
 - i. The psychiatrist (or psychologist) (listener) has the power to help people with psychological (or emotional) problems (exorcise the devils that lodge in the heads of people who have been bewitched).
 - j. Men shave (lacerate and scrape the surface of the face with a sharp instrument) while women often go to the beauty parlor to get their hair done (bake their heads in small ovens for about an hour).

2. a. Review the collage of comparisons. List the order of the countries (from highest to lowest) for standard of living.

- Canada
- China
- Ethiopia

- b. Explain why you ranked the countries as you did for standard of living.

By looking at the figures given, there is no doubt that standard of living would be ranked in the given order.

3. a. Review the collage again. List the order of the countries (from highest to lowest) for quality of life.

Answers will vary.

- b. Explain why you ranked the countries as you did for quality of life.

Depending on what is valued, quality of life may be higher for one of these nations than for another. Although many people would rank the order the same as for standard of living, a few people, because of their different values, may see things quite differently.

4. The following chart gives you an idea of differences that may exist in standard of living within one city. This chart measures the standard of living in Vancouver, British Columbia.

Read the chart and then write three questions that will help you compare Vancouver's areas. Then answer your own questions. One example is provided.

Standard of Living in Vancouver				
Areas of Vancouver	West End	East Vanc.	Burnaby	Marine Drive(s)
Population density (per km ²)	24 839.0	4 287.0	3 702.0	1 704.0
Rooms per dwelling	2.8	3.2	5.4	7.1
Average value of dwelling in thousands of dollars	119.0	92.0	136.0	310.0
Median family income in dollars	17 782.0	18 799.0	21 437.0	42 823.0
Percentage of low income families	19.4	22.6	25.5	5.5
Percentage of single parent families	15.1	19.6	17.4	10.1
Percentage of males in managerial jobs	11.3	9.2	3.5	25.8
Percentage of males in construction trades	7.0	9.2	14.3	5.4

STATISTICS CANADA

Examples of four questions and answers are given here. Other questions and answers are certainly possible.

- **Question:** (example)

Which areas of Vancouver are most crowded and which are least crowded?

Answer:

Most crowded – West End

Least crowded – Marine Drive

- **Question:**

Which area is the richest? the poorest?

Answer:

Richest – Marine Drive (It has the highest median family income.)

Poorest – West End (It has the lowest median family income.)

- **Question:**

Which area has the most expensive homes? the least expensive homes?

Answer:

Most expensive homes – Marine Drive (Homes average \$310 000.)

Least expensive homes – East Vancouver (Homes average \$92 000.)

- **Question:**

Which of the four areas has the most males in managerial jobs? the fewest?

Answer:

Most managers – Marine Drive (This area has 25.8% of its males in managerial positions.)

Fewest managers – West End (This area has only 11.3% of its male population in managerial positions.)

5. a. Where people live affects the things that are considered important. Such differences are reflected in Chinese attitudes. Country people have a different outlook from city people. Consider these comments. If you feel the comment would be made by a person in the city, place a check (✓) in the city column. If you feel the statement would be made by a person in the country, place a check (✓) in the country column.

This statement would be made by a person from the . . .	City	Country
Work is dull; I don't mind job changes.	✓	
If I didn't see my parents every day I would be unhappy.		✓
Why would people want change if they have everything they really need?		✓
It is important to study hard to improve oneself.	✓	
If most of us are happy with the world everybody should be.		✓
A son is absolutely necessary to carry on the work when I am old.		✓
One child is enough. We are too crowded.	✓	
I work hard and I deserve rewards like new clothes and entertainment.	✓	
We need more children if we are to meet our responsibilities.		✓
I am ambitious. If I work hard I can benefit China and myself.	✓	

- b. Give reasons for your choices.

Students will have their own reasons but, in general, country people will be more interested in stability while the city dweller will favour trying new things.

Students may offer various justifications for their choices but the country person will want a settled life with the rhythms of agriculture and the needs of family to be recognized. The city dweller will often be more inclined to seek change and ideas of progress.

6. How do you interpret the following cartoon, that is, what do you think the cartoonist was trying to say?

A Cartoonist's Comment on the War in Ethiopia



Uncivilized

Civilized

The cartoonist is saying that Ethiopians are suffering from war and natural disaster but some people suffer for no good reason in advanced or civilized countries – the homeless are one example. Perhaps civilized countries have their own variety of barbarism or suffering.

Section 3: Activity 3

Study this diagram:



Explain why you would agree or disagree with this simple equation.

If the situation is so bad economically that people are starving, it is impossible for them to have a good quality of life. However, wealth does not guarantee quality of life. If people have basic food, clothing, and shelter, and if they have other things that they value such as family, then their quality of life might be very high. In reality there must be a balance between values and standards of living.

Section 3: Follow-up Activities

Extra Help

Match the following sentences with the appropriate case study examined. Write **Canada, China, or Ethiopia** in the blank to the left of each statement.

- | | |
|-----------------|--|
| <u>China</u> | 1. Some people in this nation believe that the one-child policy will improve the quality of life because more resources will be shared among fewer people in a family. Others feel that quality of life will suffer because the traditional emphasis on large families will be lost. |
| <u>Ethiopia</u> | 2. With a high infant mortality rate, this nation's life expectancy is the lowest of the three countries studied. |
| <u>China</u> | 3. The population of this nation is the highest in the world. |
| <u>Canada</u> | 4. Almost the entire population of this country is literate. |
| <u>China</u> | 5. Eighty percent of the population of this nation work in the rural areas. Their agricultural production is very good. |
| <u>Canada</u> | 6. A higher standard of living is achieved here through such demographic factors as a low birthrate, a low death rate, a high literacy rate, a low infant mortality rate, and a low population density. |
| <u>Ethiopia</u> | 7. Environment affects quality of life. In this nation, natural conditions have severely reduced the quality of life. |
| <u>Ethiopia</u> | 8. Government policy of resettlement and collective farming has done little to bring about a better standard of living and quality of life to this nation. |

Enrichment

Part A

A country's standard of living depends upon its level of economic development. Therefore, nations are concerned with the amount of goods available in their countries and the incomes of the people.

The video *Behind the Image* gives views of three developing countries: Peru, Malaysia, and Niger. The meaning of development in these nations is explained by a spokesperson for each country. Although all of the nations are developing, there is a great deal of diversity among them. The problems they face and the answers to them vary considerably. Explain how in answering these questions.

1. The idea of the consumer society and of developed nations are shown to be related. Why is the image of development that of the consumer society, according to the video?

The rich or developed countries have a high level of consumerism and an abundance of consumer products.

2. Does the man from Peru believe that the consumer society should be a goal for Peru? What are his reasons?

No, he thinks it is not appropriate. Peru does not have the wealth. The only way some people could have a high level of consumption is for most to be very rich. At present, many Peruvians don't know where their next meal will come from.

3. Malaysia has a greater diversity of people and has more industrial activity than Peru. Are their development goals greatly different? Explain your conclusion.

No. Their stated goals are very similar. They both want to

- *be more self-reliant or independent*
- *reduce poverty and income inequality*

4. Does the growing industrial production in Peru and Malaysia directly benefit the people?

Only to a limited extent. Much of the output is exported.

5. Both the poor and the rich are improving their economic situation in Malaysia. Why does the lady say that income inequality is a problem?

The rich have become much richer. Income gaps have increased greatly.

6. In your opinion, which country is the poorest of the three? Why would you think this?

Niger seems to be the poorest. It has very basic problems such as hunger and illiteracy. It is focussed on agriculture and cattle raising with little other industry.

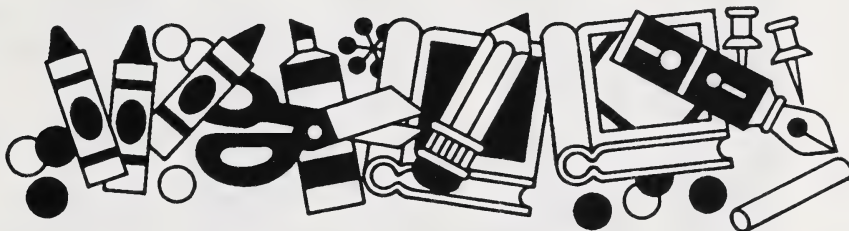
Part B

Show your understanding of differing perspectives on standard of living and quality of life by drawing or sketching posters relating to **two** of the case studies examined (China and Ethiopia).

Your first poster should show the two viewpoints of China and your second the two viewpoints of Ethiopia. If you find it difficult to draw pictures, write words that describe the good and bad viewpoints of each. Though not as visually appealing, it would help get the message across. Three items for each side would be appropriate. Use your own paper for this activity.

An example showing the different perspectives of Canadian life is given for you. Look at the poster.

Do you understand why some people would say that Canada has a high standard of living and a good quality of life if they saw only the bottom of the poster? If experience made them see Canada as the top of the poster, they would see things quite differently. This poster may serve as an example but feel free to use your imagination.



Students' posters will, of course, be their own creations. Do they faithfully reflect both positive and negative viewpoints on life in China and Ethiopia?

Teaching Suggestions

If you have the appropriate video equipment, a possible conclusion to the module could be to have the students view the video *Multiple Man*. The program employs split-screen image and shows how people are different all over the world. The tape was first shown at *Man and His World*, the Montreal fair that succeeded Expo '67.

- After viewing the tape, have the students consider this question:
 - Do you get the impression that there are so many differences in the world that we cannot look on ours as one world; or do you get the feeling that our differences are only cosmetic and that we really are all the same?
- After discussion, note that the students' answers make a difference in how they think about the other people of the world. Discussion can continue with the following questions. Possible answers are provided (in italics).
 - How would it make a difference to each of the following points whether or not you viewed the people of the world as essentially united by their similarities or divided by their differences?
 - a. foreign investment – *If you view everyone as belonging to one world, you would be more likely to help other nations out by investing in them.*
 - b. foreign aid – *If you saw people belonging to a global community, and if you belonged to a richer nation, you would undoubtedly give a great deal of foreign aid to help the poorer nations.*
 - c. trade – *If you saw the world as one global community, you would probably trade with many other nations regardless of the political or economic system they had.*
 - d. cultural events – *A global community would likely engage in many international cultural and sports events such as the Olympics.*
 - e. travel – *People might travel more extensively if they viewed all people as their kin.*
 - Did you find that the tape was effective despite the absence of narration? Explain how it make you feel.

It should be interesting to compare reactions.

- What was the significance of the monkey at the end of the production?

The monkey represents the degree to which people have changed. The point is also made that even the poorer nations have made much progress.

Section 3 Assignment

As you probably know, a collage is a collection of pictures (or sometimes other objects) related in some way and put together to convey an idea or an impression. The collage that follows is an example.



1. a. You learned about what life is like in Canada. Prepare a collage about Canada that conveys some of your ideas about our standard of living and quality of life.

The pictures in your collage may overlap and be placed at different angles if you wish. If you have trouble locating pictures, you can always photocopy or cut some from your module booklet or draw them yourself.

Generally, any pictures may be used in the collages as long as they are appropriate and make a definite statement. Pictures should show diversity within the nation (no mark for variety).

- b. Examine the collage you made about Canada. Write a brief explanation about each item that you included in your project.

Your explanation should make clear the points you wished to convey to others about Canada.

Be sure explanations clearly and logically explain the pictures in the collages. Students should demonstrate a knowledge of the country as well as an understanding of the concepts of quality of life and standard of living.

2. a. You also learned about what life is like in China and Ethiopia.

Prepare a collage about either China or Ethiopia that conveys some of your ideas about the standard of living and quality of life in that nation.

The pictures in your collage may overlap and be placed at different angles if you wish. If you have trouble locating pictures, you can always photocopy or cut some from your module booklet or draw them yourself.

Please identify the country you are illustrating.

See Question 1. a.

- b. Examine the collage you made about China or Ethiopia. Write a brief explanation about each item that you included in your project.

Your explanation should make clear the points you wished to convey to others about the nation you chose.

See Question 1. b.

Final Module Assignment

1. In this assignment you are asked to provide a short framework for a debate on quality of life in Canada.

Remember, to be an effective debater, you must present good, solid arguments for your viewpoint. As well, you should anticipate your opponent's views and try to refute them. In this assignment you must write up basic arguments on the quality of life for Canada. You will be given marks not only for giving arguments which show why Canada has a good quality of life, but also for countering an opponent's viewpoint.

State at least **five** points that show that Canada has a good quality of life. Then think of at least **two** arguments your opponent might give about conditions such as crime, pollution, stress, and materialism that may reduce our quality of life. State reasons why at least **two** specific criticisms are untrue or not important.

You may number your points, but be sure to present them in sentences and short paragraphs – not in fragments or phrases (point form). Be convincing.

Canada

Possible factual points:

- *The per capita GNP is over \$12 000.*
- *The literacy rate is 82.3%.*
- *The infant mortality rate is 7.9 deaths per 1000 live births (very low).*
- *The natural increase is 0.7 % (under control).*
- *The life expectancy is 76 years.*
- *The average daily food intake is 1969 grams per person per day.*
- *The personal economic situation shows that 83% of the people are satisfied.*
- *The future economic outlook shows that 86% of the people are satisfied (1988).*

Any of the preceding points can be used to show that Canada has a good standard of living and a high quality of life. Many other answers are, of course, possible. Students should list at least five points.

If people were to say anything negative about Canada, it would probably be that the pace of life is too fast; there is too much pressure, too much crime, too much pollution, and so on. Students could refute some of these arguments by stating that pollution is now being taken seriously and will probably be under control in the next few years, perhaps even more so than in developing nations. Although pace of life is faster, and crime rates may be higher, this is more than offset by the advantages that technology and industrialization have brought.

Does the student's answer meet the question requirements? The answer is to be presented in complete sentences.

2. Complete either a. or b.

- a. Present at least **three** good points which show that China has a good quality of life. Then imagine something an opponent might say to refute your position. Briefly present what such a person might say and finish up by refuting that position.

Present your points in paragraph form. Be convincing.

China

Possible factual points:

- *The one-child policy will reduce the population growth (natural increase = 1.4%).*
- *The life expectancy is 66 years.*
- *The literacy rate is 69%.*
- *The infant mortality rate is improving (44 deaths per 1000 live births).*
- *The average food intake is 927 grams per person per day.*
- *As the third largest country (geographically) in the world, China has many resources.*
- *China could become a world leader.*
- *China is sometimes referred to as "A Sleeping Giant".*
- *China has a huge home market for its products.*
- *China is beginning to trade more with other nations.*

All of the preceding points could be used, and many others are possible.

If people were to say anything negative about China, it would probably be that the population is still growing too rapidly and that the one-child policy is not working. Or it might be stated that by not being industrialized and technologically advanced, China will be unlikely to raise its standard of living sufficiently. Quality of life suffers. To refute these points, it could be stated that if the one-child policy does not work well enough, the government need only introduce harsher punishments for those who do not stick by the rules. Further, fewer people would be needed in the rural areas if technology were introduced. This could mean more industrialization followed by a higher standard of living and quality of life.

Does the student's answer meet the question requirements? The answer is to be presented in paragraph format.

- b. Present at least **two** good points which show that although Ethiopia's standard of living may be low, this does not necessarily mean that quality of life is uniformly poor in Ethiopia.

Be sure to present your points in paragraph form. Be convincing.

Ethiopia:

Possible factual points:

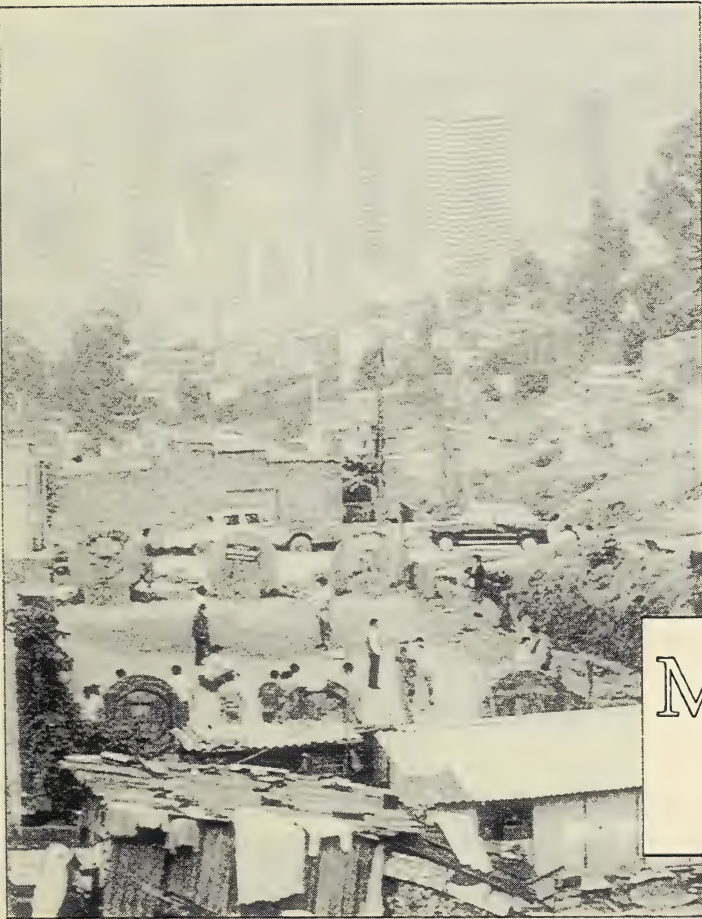
- *Life expectancy has increased from 38.5 years in 1974 to 40 years in 1990.*
- *Food production has increased from 113% of the 1961 figures in 1974 to 134% of the 1961 figures in 1984.*
- *The GNP has increased over 30% between 1974 and 1986 (1974 = \$90 and 1986 = \$120).*
- *Some Ethiopians see famine and drought as a temporary thing and believe that life will return to the traditional ways soon.*

Any of the preceding points may be used to show that Ethiopia is slowly improving its standard of living and quality of life. Although its people are still suffering many hardships, relative to life in Ethiopia before the present, things haven't changed drastically. In comparison to Canada and even China, Ethiopia would be seen as having both a low standard of living and poor quality of life.

Does the student's answer meet the question requirements? The answer is to be presented in paragraph format.

Social Studies 23

Global Regionalism



Learning
Facilitator's
Manual

Module
5



Distance
Learning

Alberta
EDUCATION

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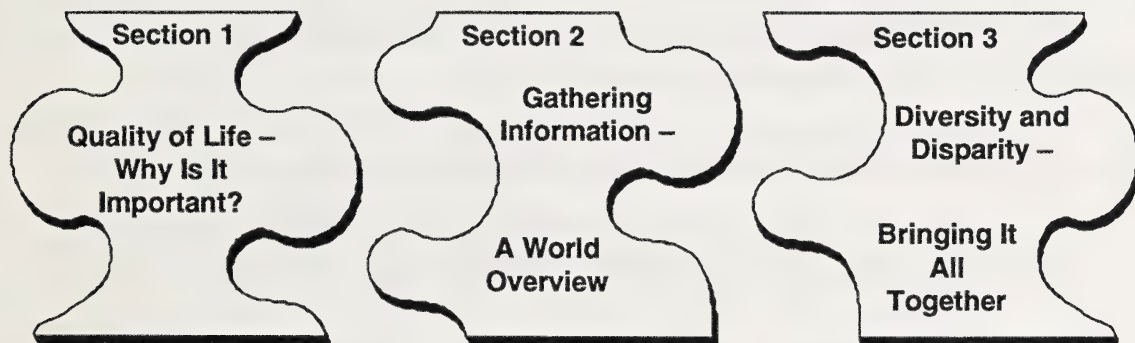
Module 5: Our Diverse World – Overview

In this module, the differences between the so-called rich nations and the poor nations will be examined. The overriding thrust of this module is an examination of quality of life. The students will spend time looking at this issue from a variety of perspectives. This study will look at many of the factors that combine to create the vast differences, or disparities, so apparent throughout the world. The module initially focusses on what disparities really are and the issue of needs versus wants. Such an approach is essential to understand what is needed to achieve a good quality of life.

The module will then approach the issue of quality of life by looking at four major factors that influence quality of life. These are geographical, societal, economic, and political. Each of these factors will be examined in turn to increase the student's understanding of how they contribute to quality of life.

Finally, the module will conclude with a very brief look at the issue of cooperation and interdependence among nations.

MODULE 5: OUR DIVERSE WORLD



Evaluation

The evaluation of this module will be based on two section assignments and one final module assignment.

Section 1 Assignment	25%
Section 2 Assignment	20%
Final Module Assignment	<u>55%</u>
TOTAL	100%

Please note:

There is an alternative activity based on a video program that you may wish your students to do. It is in Activity 3 in Section 3. If you plan to use it you may want to order *A Struggle for Shelter* now.

Teaching Suggestions

- The goal of this module is to have students examine what quality of life is, and to examine the factors that influence it. A discussion of what quality of life means, followed by a discussion of what students consider essential for a good quality of life, would be valuable.

Such a discussion will focus student attention on the factors that will be discussed later. Although some of the factors presented will differ from those later in the module, the students will find that there is considerable overlap.

- The discussion of choices would be much more effective if it could be carried on in a group setting. It is important for each of the students to see that they make choices, and that their choices may be different from another's choice. A survey undertaken by the students in the class would be an excellent way to delve into this subject.
- An examination of differences would be enhanced by group discussion. Also the use of appropriate media that show differences and diversities would aid in this discussion. The key is to focus in on the freedom to make choices, not on value judgements concerning the choices that an individual makes.
- When studying the three types of countries, the use of an overhead would be an asset because it would help the student visualize where these countries are located.
- In the activity that charts the location of fifteen countries, an overhead would also be advantageous and would help the student understand the concepts. To visually present the results of several of the activities would also be more effective if an overhead were used.

Section 1: Quality of Life – Why Is It Important?

Key concepts

- quality of life
- needs versus wants
- classification of the world's countries as
 - developed
 - developing
 - less developed

Upon finishing this section, students should be able to

- identify what quality of life means to them
- tell the difference between a need and a want
- tell that the concept of need changes over time and is different from country to country
- gain some knowledge of the vast disparities that exist throughout the world

Section 1: Activity 1

1. How would you feel if you had to line up daily in order to satisfy some of your basic needs?

Answers will be personal. Possible answers could include feeling frustrated or impatient, or that one's time was being wasted.

2. a. Name three items shown in the picture of western society that are unavailable to people in the other photographs.

Answers will vary. Answers could include items such as tapes, stereo equipment, bubble gum, or a variety of toys.

- b. How would you feel if you were required to live without the named items for a week? For a year?

Answers will vary. Students might feel that they were being cheated, or that they could not cope without these items.

3. a. Write out how you spent your money during the past week. Fill in the chart and answer the questions that follow it.

This chart will vary according to personal habits. Some possible examples may be these:

Food	<i>\$2 for pop and chips, \$3 for hamburger (unless the students live on their own)</i>
Clothing	<i>\$40 for new sweater</i>
Shelter	<i>\$0 (Include rent or mortgage payments if there are any.)</i>
Transportation	<i>\$5 bus fare (Does the student have a car?)</i>
Entertainment	<i>\$15 for movie and snack</i>
Miscellaneous	<i>\$2 for sock hop; 50¢ for video game; 50¢ for gum</i>

- b. After completing your spending chart, enter your totals in the following chart. Now try to work out how individuals living in Ethiopia and earning \$140 a year would allocate their resources. (Don't assume that items cost the same as they do in Alberta, but recognize that most of the money goes for food and shelter.) Enter these figures in the appropriate column.

This chart will vary. Here is an example:

Expenses	Your Spending (per week)	Ethiopia (per year)
Food	\$5	\$70
Clothing	\$40	\$10
Shelter	—	\$60
Transportation	\$5	—
Entertainment	\$15	—
Miscellaneous	\$3	—

- c. You must constantly make choices. Explain why your choices or priorities aren't the same as those of people in Ethiopia.

Choices would not be the same because many of the things that the Ethiopian needs are already provided for the student. If the students live on their own, their answers, of course, will be very different.

4. In making choices, it is also important that you seriously examine the differences between needs and wants. What do you consider to be a need? a want? How does this differ from what your parents or grandparents may feel? In order to clarify your ideas, complete the following short survey. Ask one person from each of these three groups to classify the following items as needs (enter N) or wants (enter W).

Answers may vary somewhat. The listed answers are most likely.

Item	Age of Person		
	Over 65	65 – 20	Under 20
Colour TV	want	need	need
VCR	want	want	want/ don't want
Refrigerator	need	need	need
Dishwasher	want/ don't want	want	need
Automatic washing machine	want	need	need
Clothes dryer	want	want/need	need
Stereo	want/ don't want	want	need
Car	need	need	need

Section 1: Activity 2

1. a. What is the purpose of the map?

Its purpose is to show the location of the three groups of countries in the world.

- b. What do the darkly-shaded countries represent?

less-developed countries

- c. What do the medium-shaded countries represent?

developing countries

- d. What do the lightest-shaded countries represent?

developed countries

- e. Which category seems most common (covers the most area)?

developed countries

2. a. Three groups of nations are the developed nations, the developing nations, and the less-developed nations.

- b. Explain briefly how countries are placed in a classification.

A country is placed in each of the classifications according to the quality of life found in that country.

3. Roughly what percentage of the world's area would be classified as developed? Circle the best answer.

- ☒ a. 55%
b. 10%
c. 20%
d. 35%

4. Roughly what percentage of the world's area would be classified as developing? Circle the best answer.

- a. 25%
b. 75%
☒ c. 15%
d. 10%

5. Roughly what percentage of the world's area would be classified as less-developed? Circle the best answer.

- a. 10%
b. 20%
☒ c. 30%
d. 55%

Section 1: Activity 3

1. a. Using the preceding information, fill in the chart that follows. In the first column place a 1 beside the country with the largest area, and a 15 beside the one with the smallest. Then rank the rest of the countries according to area. Next, rank each country according to population. Now fill in the rest of the chart following these patterns.

See the following chart.

	1	2	3	4	5	6	7	8	9	10	11	12	13
Country	Area 1000 km ²	Population 1000	GNP per capita \$	Population Density	Life Expectancy	Birthrate per 1000	Death Rate per 1000	Rate of Natural Increase	Literacy Rate %	Urban Population %	Percentage of Labour Force		
											#1	#2	#3
AUSTRALIA	4	12	3	15	2	14	10	14	1	2	13	4	2
BRAZIL	3	3	9	12	12	7	6	7	9	6	10	8	5
CANADA	1	10	2	14	3	13	12	13	4	5	14	5	1
CHINA	2	1	13	6	6	11	9	11	10	14	4	9	13
ETHIOPIA	8	8	15	10	15	1	1	6	15	15	1	14	12
INDIA	5	2	14	2	14	8	3	9	4	12	3	12	11
ISRAEL	15	13	5	3	4	10	13	10	6	1	12	3	3
JAPAN	11	4	4	1	1	15	15	15	3	4	11	2	4
MEXICO	7	5	8	9	7	3	14	1	7	7	7	7	7
PARAGUAY	10	14	10	13	8	5	8	2	8	10	5	10	9
PHILIPPINES	13	6	11	4	10	6	7	5	5	11	6	11	8
POLAND	12	7	7	5	5	12	5	12	2	8	8	1	10
SOUTH AFRICA	9	9	6	11	11	4	4	4	12	9	9	6	7
SUDAN	6	11	12	8	13	2	2	3	14	13	2	13	14
UNITED ARAB EMIRATES	14	15	1	12	9	9	11	8	11	3	*	*	*

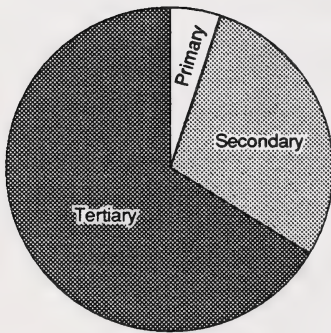
- a. Complete the following chart by calculating the angular degrees representing the number of people engaged in primary, secondary, and tertiary activities in Canada, China, and Ethiopia.

Country	Primary		Secondary		Tertiary	
	Percent	Degrees	Percent	Degrees	Percent	Degrees
Canada	5%	18°	29%	104°	66%	238°
China	69%	248°	19%	69°*	12%	43°
Ethiopia	80%	288°	7%	25°	13%	47°

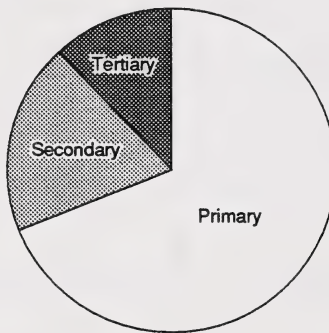
* Number has been rounded off to higher digit in order to equal 360°.

- b. Now construct circle graphs for these three countries showing the proportions of people engaged in these three types of activities.

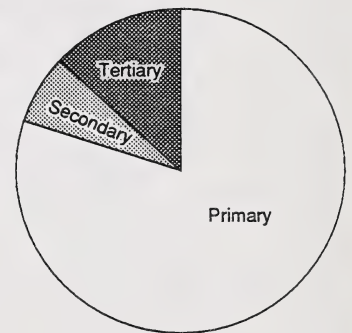
To complete the circle graph, you will need to use a protractor to measure the angular degrees for each type of industry. The starting point for dividing the circle is 0 degrees. Each section is then drawn in a clockwise direction. Before you begin, make certain your calculations add up to 360 degrees. The first sector for Canada has been drawn in at 18°.



CANADA



CHINA



ETHIOPIA

- c. Now look back at your three circle graphs. Based on the information in the graphs, rate the three countries according to levels of modernization (1 is highly developed; 3 is least developed).

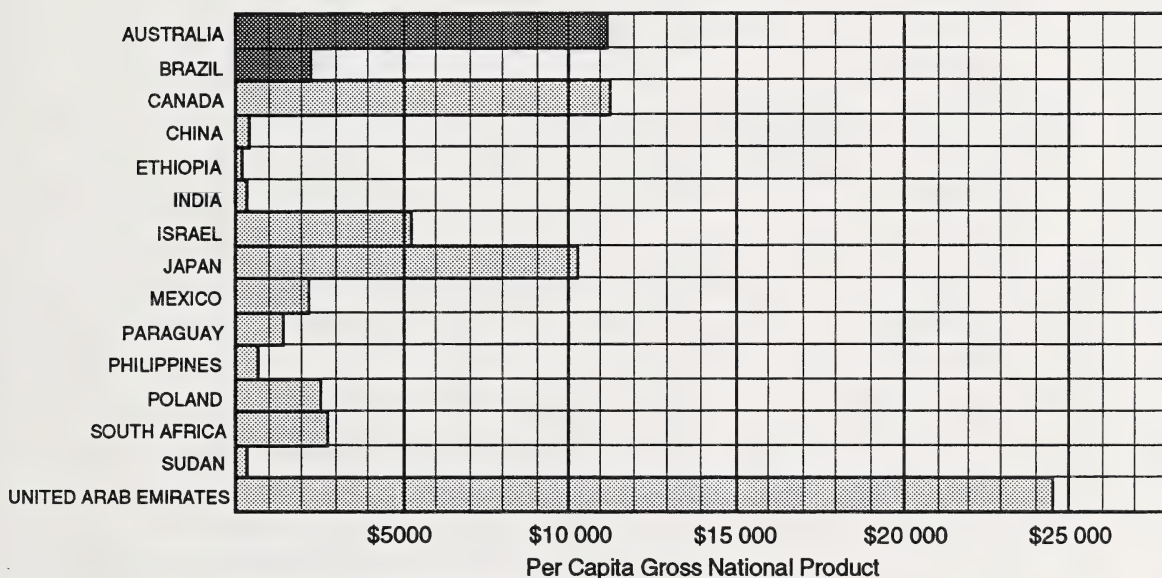
- (1) *Canada*
- (2) *China*
- (3) *Ethiopia*

b. Now pick out the per capita GNP for Canada, China and Ethiopia.

- Canada: \$ 11 400
- China: \$300
- Ethiopia: \$140

2. Graphs often help us visualize things better. In the following space construct a bar graph of the per capita GNP's of all fifteen countries. The graph has been started for you.

Per Capita Gross National Product



3. Another good way to visualize differences is by using a circle graph. The first thing to do in constructing a circle graph is to change percentages to angular degrees. Here is how to calculate angular degrees:

A circle has 360 degrees while percentages total 100. Therefore, one percent will be

$$\frac{360}{100} = 3.6 \text{ degrees.}$$

As an example, the calculations for the percentage of Australia's population who are engaged in secondary activity are shown here:

$$\begin{array}{l} 33 \% \text{ (from chart)} \\ \times 3.6 \text{ (degrees per each percent)} \\ \hline 118.8^\circ \text{ (rounded off to } 119^\circ) \end{array}$$

4. Finally, classify each of the original fifteen countries according to which type of country each seems to belong to – a developed, developing, or less-developed nation. Base your decisions on your answers to the previous questions. Place a check (✓) in the appropriate column.

Country	Developed	Developing	Less Developed
Australia	✓		
Brazil		✓	
Canada	✓		
China		✓	
Ethiopia			✓
India			✓
Israel	✓		
Japan	✓		
Mexico		✓	
Paraguay			✓
Philippines			✓
Poland		✓	
South Africa		✓	
Sudan			✓
United Arab Emirates			✓*

**United Arab Emirates, although classified as less developed, has many factors that place it in the developed category. This is because of vast oil reserves which increase its GNP but do not necessarily improve the individual citizen's quality of life.*

Follow-up Activities

Extra Help

In this section you have been studying the concept of needs versus wants and then applying this information to a study of types of nations in the world. To look at this issue from another perspective, make a list of ten needs that you feel are important to you. These could be possessions (e.g., a walkman), or activities (e.g., eating), or something else.

Write down the probable consequences if you were to be denied each of these needs for an extended period of time. An example has been included to give you the idea.

Answers will vary. Some examples could include the following:

Needs	Consequences of doing without for one week
popularity	loneliness, lack of confidence, insecurity
friendship	loneliness
transportation	isolation, need to walk
entertainment	dull, boring life

Enrichment

This activity is designed to further challenge those of you who have understood the concepts of the three groups of countries. Refer to the map in Activity 2 to answer the following questions.

1. What generalizations can be made about the locations of the three classifications of countries?

The developed countries appear to be mainly in the northern parts of the world. The developing countries are mostly in South and Central America, and in the eastern portion of Europe. The majority of the less-developed countries appear to be in Africa and Asia.

2. Name three countries that are exceptions to this geographic pattern.

Countries that are exceptions include the following:

- *Australia and New Zealand, although in the southern part of the world, are considered developed countries.*
- *China is one of the few Asian countries that is not in the less-developed category.*
- *Japan is an Asian country that is developed.*

3. What might a possible explanation be for these exceptions?

In the case of Australia and New Zealand, their historical roots in Britain may have had an impact. Also, the climatic conditions are more advantageous for large-scale agriculture.

In China's case, the government has put a high priority on improving the country's development. Japan accepted and encouraged industrial development.

Section 1 Assignment

- Based on your work in this section, and using the data from the chart at the beginning of Activity 3 (and provided for you here), list five indicators that would assist you in placing a country in one of the three categories: developed country, developing country, or less-developed country.

1 2 3 4 5 6 7 8 9 10 11 12 13

Country	Area 1000 km ²	Population 1000	GNP per capita \$	Population Density	Life Expectancy	Birthrate per 1000	Death Rate per 1000	Rate of Natural Increase	Literacy Rate %	Urban Population %	Percentage of Labour Force		
											#1	#2	#3
AUSTRALIA	7687	15658	11080	2.00	74.3	15.3	7.3	8.0	99.8	89	6	33	61
BRAZIL	8512	137502	2220	16.10	59.4	33.3	9.1	24.2	76.1	69	30	24	46
CANADA	9976	25405	11400	2.50	73.9	15.5	7.2	8.3	98.7	76	5	29	66
CHINA	9597	1087871	300	113.40	67.3	21.3	7.4	13.9	69.0	21	69	19	12
ETHIOPIA	1222	32716	140	26.80	39.1	49.8	25.2	24.6	4.2	15	80	7	13
INDIA	3280	762507	260	232.40	45.6	33.2	15.1	18.1	34.1	24	71	13	16
ISRAEL	21	4094	5160	197.80	73.9	24.3	6.8	17.5	87.9	90	7	36	57
JAPAN	372	120540	10080	323.80	76.1	13.0	6.1	6.9	98.8	78	12	39	49
MEXICO	1973	79662	2250	40.40	65.4	38.3	6.4	31.9	82.7	68	36	26	38
PARAGUAY	407	3722	1630	9.20	64.2	36.7	7.6	29.1	80.1	40	49	19	32
PHILIPPINES	300	55819	790	186.10	60.8	35.1	8.6	26.5	88.6	38	46	17	37
POLAND	313	37222	2500	119.00	70.2	18.9	9.2	9.7	98.8	58	31	39	30
SOUTH AFRICA	1221	32465	2770	26.60	60.3	37.9	10.3	27.6	50.0	50	30	29	41
SUDAN	2506	21682	380	87.00	46.5	45.8	18.4	27.4	32.0	23	78	10	12
UNITED ARAB EMIRATES	83	1682	24660	20.10	61.6	30.5	7.3	23.2	53.5	79	N/A	N/A	N/A

STATISTICS CANADA

Here are some possible answers (students must list five):

- gross national product
- birthrates
- death rate
- life expectancy
- literacy rates
- percentage of people in urban and rural areas
- percentage of GNP in primary, secondary, and tertiary activities

2. Examine the chart found at the beginning of Activity 3 in your module booklet, and provided for you in the previous question. The following questions are based on it.
- a. Pick out **two** nations (other than Canada, China, and Ethiopia) that fit the classification of **Developed Nations**.

Refer to **five** factors to support your choices. Be sure to present **exact statistical evidence** to defend your selections.

Developed Nations:

(1) (Students must pick two.) Possible answers include the following:

- *Australia*
- *Israel*
- *Japan*
- *United Arab Emirates*
- *Germany*

(2) For each country, students will select their own factors. Look for precise statistics.

- b. Refer to the given statistical chart.

Pick out **two** nations (other than Canada, China, and Ethiopia) that fit the classification of **Developing Nations**.

Refer to **five** factors to support your choices. Be sure to present **exact statistical evidence** to defend your selections.

Developing Nations:

(1) (Students must pick two.) Possible answers include the following:

- *Brazil*
- *Mexico*
- *Poland*
- *South Africa*

(2) For each country, students will select their own factors. Look for precise statistics.

- c. Refer to the given statistical chart.

Pick out **two** nations (other than Canada, China, and Ethiopia) that fit the classification of **Less-Developed Nations**.

Refer to **five** factors to support your choices. Be sure to present **exact statistical evidence** to defend your selections.

Less-Developed Nations:

(1) (Students must pick two.) Possible answers include the following:

- *India*
- *Paraguay*
- *Philippines*
- *Sudan*

(2) For each country, students will select their own factors. Look for precise statistics.

3. Locate and label your six nations on the map provided.

Be sure sure that students have correctly located and clearly labelled the countries they chose in Question 2. Refer to the “World Political Map” included in the Appendix.

Section 2: Gathering Information – A World Overview

Key concepts

- **geographical factors**
 - climate
 - soils
 - landforms
 - types of agriculture
- **societal factors**
 - population growth
 - population density
 - literacy
 - birthrates and death rates
 - disease
 - nutrition
- **economic factors**
 - gross national product
 - resources
 - types of economic activity
 - Third World debt
- **political factors**
 - colonization
 - North-South alignments
 - political alliances
 - foreign aid

Upon finishing this section, students should be able to

- explain how the various geographical factors all relate to one another in such a way as to affect the type of agricultural activity and how this, in turn, affects quality of life.
- list the societal factors that have an influence upon quality of life. Additionally, they should be able to demonstrate an understanding of the meaning of each of these factors.
- demonstrate an understanding of the economic terms that influence quality of life and a knowledge of why each is important.
- show how the various political factors help determine quality of life.
- demonstrate a knowledge of how to read maps, charts, and graphs.

Teaching Suggestions

The following activities should enhance the concepts presented in this section:

- This section relies heavily upon the use of maps. Placing a number of the maps on overhead transparencies would be valuable.
- The key in this section is not that the students memorize all of the factors that influence quality of life, but rather that they understand the interrelationships between the factors; in other words, how they work together to influence quality of life.
- Little attempt is made in this section to force the students to make choices or decisions; however, the section is designed to serve as an essential source of background information for the modules that follow it.
- One of the better ways of learning is by doing. A productive class project for this section could be to have the students make a collage that will demonstrate by the use of photos, pictures, or articles the various factors being discussed.
- The idea of creating a class scrapbook of magazine or newspaper articles that show diversity would be a way to get the students involved while at the same time broadening their understanding of the factors at work which create diversity.

Section 2: Activity 1

1. a. The number of landform regions in Alberta is five.
- b. The Alberta Plains (landform) covers most of Southern and Central Alberta.
- c. The number of climatic zones in Alberta is three.
- d. The cool intermediate (climate) and cool steppe (climate) cover most of Southern and Central Alberta.
- e. Name the three soils that are found in Southern and Central Alberta.
 - *brown*
 - *dark brown*
 - *black*
- f. The number of natural vegetation regions in Alberta is five.
- g. The grassland and parkland vegetation zones cover most of Southern and Central Alberta.

2. Now look at **Map 6: Areas of Intensive Agricultural Activity in Alberta.**

This activity can be done in one of two ways. You may trace a rough outline of **Maps 2 to 5** and then place each of these maps in order on top of **Map 6**. If you are unable to trace these maps, simply compare **Maps 2 to 6**. What type of pattern do you see emerging?

Fill in the following chart with information from the maps of Alberta to discover the pattern.

Areas of Intensive Agricultural Activity			
Landform	Climate	Soils	Natural Vegetation
Foothills	<i>cool/boreal</i>	<i>grey/forest</i>	<i>tundra or alpine</i>
Alberta Plains	<i>cool intermediate steppe</i>	<i>brown dark brown black</i>	<i>grassland or parkland</i>

3. Look at **World Map 1**, which is a topographical map.

- a. How are the lowlands represented on the map?

The lowlands are represented by the lightest shading.

- b. How are the highlands represented?**

The highlands are represented by the medium shading.

4. Where are the polar regions found?

They are found at the extreme northern and southern parts of the world.

5. The middle latitudes are the areas in which the greatest amount of foodstuffs are grown. Assuming that Australia and New Zealand are considered part of the North, what can be said about the north/south **disparity** in food production?

The majority of the food is grown in the northern parts of the world.

6. Approximately what percentage of the earth's land is included in the middle latitude region? Circle the correct answer.

- a. 75% c. 20%
- b. 50% d. 5%

7. Name three countries that have forest soils.

There are several. Three examples include the following:

- *Canada*
- *United States*
- *Russia*

8. Name three countries that have grassland soils.

There are several. Three examples include the following:

- *Canada*
- *United States*
- *Russia*

9. Areas of commercial agriculture usually have which of the following characteristics? Circle the best answer.

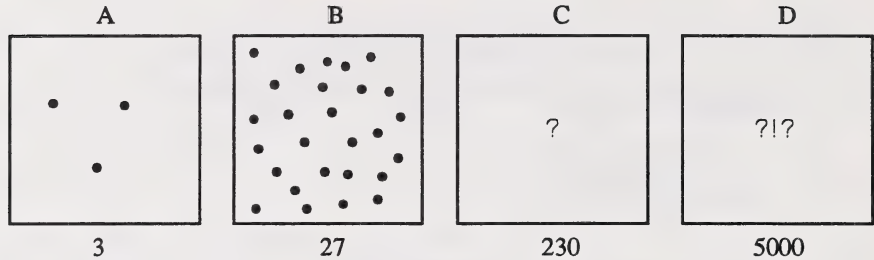
- a. temperate climate, mid-elevation, and grassland or forest vegetation
- b. desert climate, mid-elevation, and grassland or forest vegetation
- c. polar climate, mid-elevation, and tropical vegetation
- d. temperate climate, mid-elevation, and coniferous vegetation

10. According to the various maps that you have studied, which continent has the greatest potential for agricultural activity?

North America or Europe have the greatest potential for agricultural activity.

Section 2: Activity 2

1. a. Here are four boxes labelled A, B, C, and D. Each box represents a country or colony that will be identified later. Under each box is a number that represents the number of people per square kilometre. Place the appropriate number of dots in each of the boxes. (Assume that each box is one square kilometre.)



Students likely did not fill in all the boxes. They probably thought that the places with 230 and 5000 people per square kilometre were very crowded.

- b. Would you like to live in a place with 5000 people in a single square kilometre? Explain your reasons.

Answers will vary. Being a Canadian, especially living in Alberta, students are probably not used to what it would be like living with a high population density.

- c. The names of the colony and three countries for which the population densities were given are Hong Kong (the colony), Ethiopia, Canada, and the United Kingdom. The order of the areas is incorrect. See if you can label the areas correctly.

- Area A: *Canada*
- Area B: *Ethiopia*
- Area C: *Great Britain*
- Area D: *Hong Kong*

2. Although the population in Canada is not increasing at a rapid rate can you think of some effects that the world population growth will have on Canada?

Answers will vary. Students should include such points as increased demand for food, more global pollution, demands for immigration, and the fact that global inequalities could cause conflicts.

3. a. If you had a choice of living in one of these areas, which would you choose? Explain why you would make this choice. Think in terms of your quality of life.

Answers will vary. Students should include things they like more about one area than the other.

- b. Write a few lines about the quality of life for each person you read about. Be sure to look at the positive and negative points of each situation.

Answers will vary. Here are some ideas.

• **Story 1**

People in the Arctic might feel free but lonely. They would speak of the cold, the beauties of nature, the independence, and the absence of pollution. They might complain about the high cost of living and lack of jobs.

• **Story 2**

People in the temperate region might point to nearby shopping, modern conveniences, and cultural events. However, there are crowds, pollution, and less independence.

4. Fill in the following chart showing birthrates and death rates for developed and developing countries. The first year is done for you.

	1950	1960	1970	1980	1990	Projected 2000
Developing Country						
• Birthrate	40	38	39	33	28	26
• Death Rate	26	25	17	13	11	8
Developed Country						
• Birthrate	22	20	18	16	18	16
• Death Rate	11	10	8	8	9	10

5. a. In 1980 what was the difference between the birthrates and death rates for developing countries?

20

- b. In 1980 what was the difference between the birthrates and death rates for developed countries?

8

6. When comparing the two charts, what strikes you as the most significant difference between developed and developing countries?

The difference between birthrates and death rates has always been much greater in developing countries.

7. Briefly explain why the effects of disease in Third World countries are usually more serious than in developing countries.

Disease is usually more serious in developing countries because of the lack of medical attention. This lack of attention often results in long-term complications.

8. Name the three types of diseases and give two examples of each.

- a. Type: *those associated with poor sanitation*

Examples: • *typhoid*
• *polio*

- b. Type: *those that come from ingesting bacteria*

Examples: • *measles*
• *chicken pox*

- c. Type: *those spread by carriers*

Examples: • *bilharzia*
• *river blindness*

9. a. Which of the nations on the chart has the highest life expectancy?

Japan and Sweden are tied with a life expectancy of 77 years.

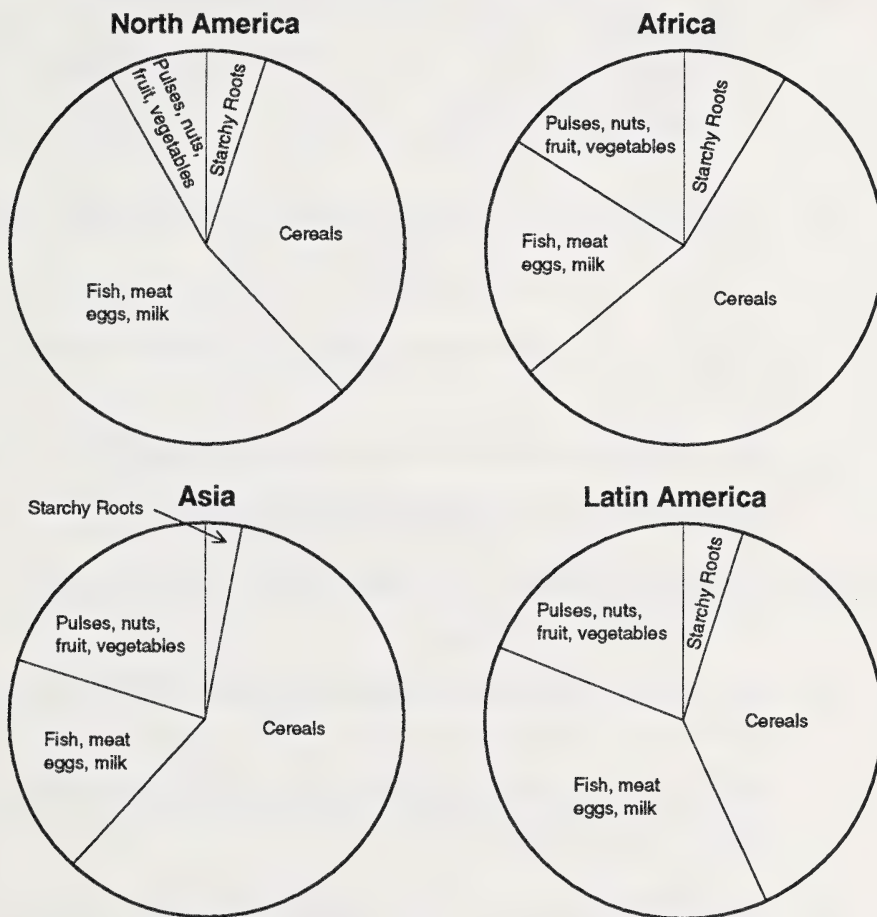
- b. Which country had the greatest change in life expectancy from 1965 to 1987?

Saudi Arabia

- c. Referring to the three types of countries studied earlier in this module, give an example from the chart of each type.

- Developed nation: *Japan, Sweden, Canada, U.S.A., USSR (C.I.S.)*
- Developing nation: *Brazil, Saudi Arabia, India*
- Less-developed nation: *Sudan*

10. Here are four circles labelled North America, Africa, Asia, and Latin America. Using the percentages provided in the table, make a circle graph for each region showing the portion each food group contributes to the total protein supply. Note that sugar and oil and fats have a 0 percent for protein supply, so they will not appear on your graphs.



11. a. When you compare the two maps, what general conclusions can you make about the parts of the world where the consumption of calories and protein is high?

The areas of highest calorie and protein consumption are in the northern part of the world.

- b. Look at the following three countries on the maps. What general pattern can you see emerging? Answer by filling in the chart.

Country	Calorie Consumption	Protein Intake
Canada	high	high
China	low	inadequate
Ethiopia	very low	inadequate

12. Approximately what percentage of the world area has inadequate protein intake and less-than-adequate calorie consumption? Circle the best answer.
- 75%
 - 50%
 - 20%**
 - 5%
13. Why are effects of a food deficiency more serious in children? Give two reasons.

Food deficiencies may affect children in the following ways:

- *physical disabilities*
- *brain damage*
- *lowered resistance to diseases*

14. Why do women and small children sometimes give up their food for the sake of the men in the family?

There is a feeling among many societies that men and boys are more important. Also, men and older children, often boys, are in many cases the chief supporters of the family and they must have enough food in order to work.

15. About what percentage of the world's area has a literacy rate of over 80 percent? Circle the best answer.
- 50%**
 - 75%
 - 25%
 - 10%
16. Which continent appears to have the lowest literacy rate?

Africa

Section 2: Activity 3

1. a. List four countries that are considered part of the North.

Various countries such as the following could be listed:

- U.S.A.
- Canada
- Britain
- France
- Germany
- Italy
- Japan, etc.

- b. List three countries that are considered part of the South.

Many countries could be listed such as the following:

- China
- India
- Pakistan
- most of the countries of Africa
- Brazil and other South American countries

- c. Approximately how many times greater is the average per capita GNP in the North than in the South?

It is approximately three-and-a-half to four times greater.

2. List the three major types of resources and give one example of each.

The three types of resources are listed. Examples may vary.

Resource	Example
<i>land</i>	<i>lakes, farmland, oil sands</i>
<i>labour</i>	<i>farmers, mechanics, welders</i>
<i>capital</i>	<i>tools used to build cars, money</i>

3. Which of the three types of resources do you feel would be most crucial for a country? Explain your answer.

Answers will vary. Did students give good reasons?

4. a. Name three nations in which over 60 percent of the work force is engaged in service industries.

Answers will vary. Possible answers include the following:

- *Canada*
- *United States*
- *Australia*

- b. Name three nations in which over 40 percent of the work force is engaged in secondary industry.

Answers will vary. Possible answers include the following:

- *Switzerland*
- *Germany*
- *Italy*

- c. Name three nations in which over 60 percent of the work force is engaged in agriculture.

Answers will vary. Possible answers include the following:

- *India*
- *Pakistan*
- *Sudan*

- d. Thinking back to the North-South division, is there any pattern between the type of economic activity and the North-South division? Explain. Consider the relation between economic activity and GNP.

There is a definite pattern where the majority of the countries in the North have a low per capita GNP generated from primary activity and a high GNP generated from tertiary activity.

5. a. What major type of resource is Japan missing?

Japan lacks natural resources or land.

- b. How has Japan been able to compensate for this deficiency?

Japan has compensated by having an abundant supply of well-qualified labour and by having access to capital.

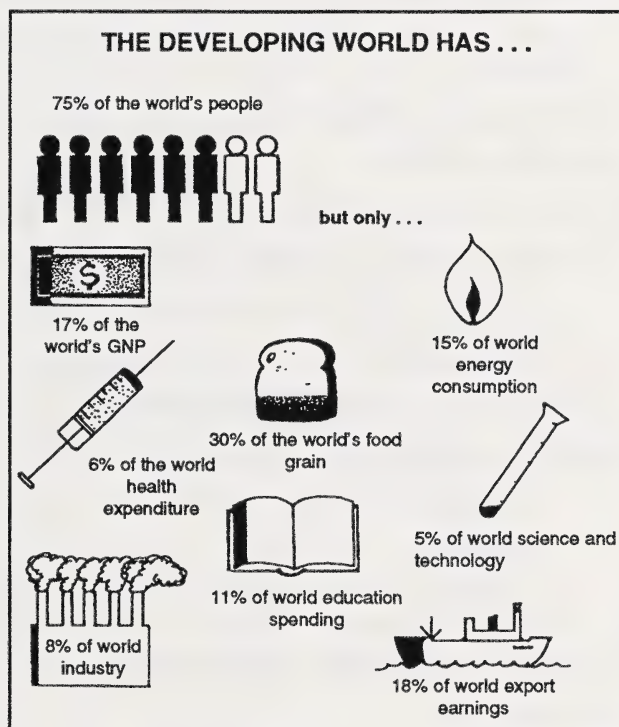
6. a. In which three areas is Argentina rich?

Argentina is rich in land, labour, and energy.

- b. In spite of this, what major problem does Argentina now face?

Argentina's major problem is foreign debt.

7. The vast differences in world resource distribution can be shown another way. Study the chart that follows and answer the questions.



- a. The developing world has 75 percent of the world's people but only 17 percent of the world's GNP.
- b. The developed world, with 25 percent of the world's people, consumes 83 percent of the world's GNP.

8. a. The chart shows that developing countries spend 11 percent of the world's spending on education. In light of the importance of education to improve a country's economy, why might this be a problem?

Education is very important if a country is to have an adequate supply of well-trained labour. Educated labour is required for secondary and tertiary activity.

- b. In what way does the low percentage (8 percent) of the world's industry carried on in developing countries show clearly the problem faced by these countries?

The majority of the people are employed in primary activities that do not help a country to develop.

9. a. Can increased cooperation among nations help improve people's quality of life? Explain your answer.

Yes, the nations can use each other's strengths; and by trading with each other, they strengthen each other.

- b. Name two measures the EC has used to help member nations.

The EC has helped member nations through the following:

- *exchanging goods*
- *reducing tariffs*

10. a. List two OPEC nations not previously mentioned.

Answers could include two of the following:

- *Algeria*
- *Venezuela*
- *Libya*
- *Indonesia*

- b. In what region of the world are the majority of the OPEC member nations located?

the Middle East

- c. What two difficulties did the OPEC nations cause for industrialized nations?

Two difficulties OPEC caused include the following:

- *shortage of supply*
- *higher prices*

- d. What percentage of the oil traded does OPEC control?

45 percent

11. List one argument for free trade with the United States and one against.

Here are examples:

- **For:** *The agreement will provide for larger markets and, therefore, more jobs.*
- **Against:** *Companies, unable to compete, will be forced to close and jobs will be lost.*

12. a. Briefly explain how the World Bank ensures that the poor countries remain poor.

The World Bank either refuses to lend money to these countries or, when it does, the interest payments cripple the countries' economies.

- b. Explain two possible solutions that are suggested in the article.

Suggested solutions include the following:

- *Make it easier for these countries to sell their products for a fair price.*
- *Force large companies to share some of their profits with the individuals who actually produce the goods.*

13. a. List two forms of protest that the less-developed countries could use.

Forms of protest that could be used include the following:

- *withholding of a raw material to receive a better price*
- *terrorism or other form of violent protest*

- b. List three possible solutions to the debt problem faced by less-developed countries.

Possible solutions to the debt problem include the following:

- *Banks could write off or forgive a portion of their loans.*
- *Countries could trade loans for pollution reductions.*
- *Developed nations can set aside a certain portion of their GNP as aid.*

14. a. In which two areas could the rich nations reduce their spending so they could help the poor nations?

Two such areas are the reduction of expenditures on liquor and cosmetics and using a portion of this for foreign aid.

- b. Do you feel that North Americans would cut back their spending in these areas in order to help the poorer nations? Give a reason for your answer.

Answers will vary. Possible responses may include the following:

- *Yes, people would like to help poorer nations.*
- *Yes, these items are unnecessary and people could live without them.*
- *No, people should be able to spend their money any way they want.*

Section 2: Activity 4

1. a. How was Africa divided up by the colonial powers?

Africa was divided up by the colonial powers with no regard for the needs or wants of the natives.

- b. What problems did this cause for Africans?

Often similar ethnic groups were separated and rival groups were put together.

2. a. What parallels can be drawn between colonialism and the North-South conflict?

The developed North uses the resources of the South similar to the way that colonial powers used their colonies.

- b. Name the two methods used by African nations to show their displeasure with colonialism.

Attaining independence through peaceful means and through war are the two methods.

- c. By the year 1968 most of the African nations had received their independence.

3. a. How is the attitude of industrialized countries similar to the attitude of colonial powers?

Industrialized countries use the resources of the underdeveloped nations with no regard for their needs. Very little of the wealth stays in the country.

- b. Why did the standards of living of many African nations who possessed abundant supplies of natural resources not improve?

The companies let few benefits remain in the country of origin.

- c. What have many African governments done in an attempt to ensure that a greater percentage of money stays in their countries?

They have taken over ownership or greater control of companies.

4. a. What was Chile's basic problem?

Chile had a low standard of living.

- b. How has the problem been solved?

By imposing very extreme measures and limiting freedoms, the problem was solved.

5. What are Canada's two basic problems?

- rapidly growing deficit
- high degree of economic inequity

6. a. Where do the roots of the aid program come from?

The roots of aid programs come from the colonial period.

b. List the four main goals of foreign aid.

- a desire to win political converts
- a desire to increase business for local companies
- a desire to relieve guilt over past activities
- humanitarian reasons – to help others

7. a. List two viewpoints on foreign aid.

- Aid is a waste of money and teaches the receivers to depend on it.
- Aid is necessary to solve the Third World problems.

b. What should the main purpose of aid be?

Aid should be free of political ties and should really meet the needs of the recipients.

Follow-up Activities

Extra Help

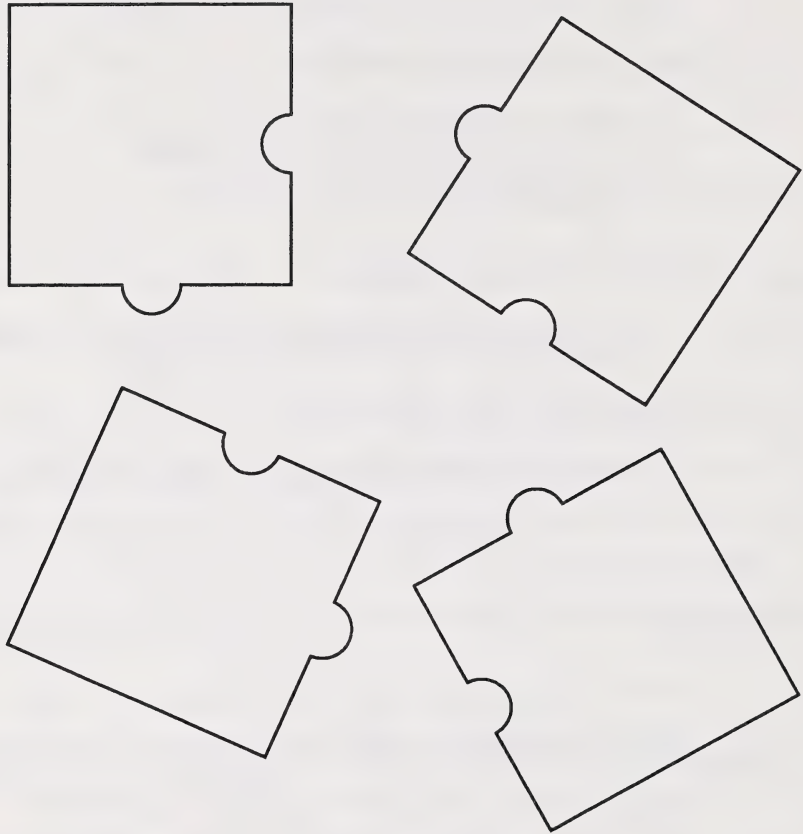
1. a. What is GNP?

GNP or Gross National Product is the total dollar value of a country's goods and services.

b. What is the problem in using GNP as a measure of quality of life?

The problem with using GNP as a measure of quality of life is that actual income does not tell the entire story. For example, a person may have a very high income, but because of the stress of the occupation, have a low quality of life. That person may not be happy. On the other hand, someone living in a Third World country with a low GNP may have a very good quality of life. That person's basic needs may be met and he or she may be quite happy with things as they are. Such a person may not be well-off, but may live with very little stress.

2. You know that the various factors discussed in Section 2 fit together like pieces of a puzzle to give you the complete picture of how quality of life is determined. Here are four puzzle pieces. Label each of these with one of the four factors discussed earlier, and then find an appropriate picture or illustration for it. Glue the pictures on to the appropriate pieces. Look for pictures in magazines, or, if you do not have access to magazines, photocopy or cut pictures from your module. (Graphics here have been reduced.)



Puzzle pieces should describe some aspect of each of the four factors that students have studied in this section: geographical, societal, economic, and political factors. They should do this in such a way that one can understand something about how each factor affects quality of life.

Enrichment

This activity is designed to further challenge those of you who have understood the factors that contribute to quality of life.

- The following chart lists a number of factors that are commonly used to determine quality of life.

Factor	Order of Importance
Population Density	
Life Expectancy	
Average Food Intake	
Income Level *	
Literacy Rate	

* Similar to GNP

Rate each of the factors from 1 (least important) to 5 (most important) according to which factor you personally feel is most important. Are there any factors missing that you would have included? Explain your answers.

Answers will vary according to personal viewpoints. Students should think about why they chose the order that they did and what arguments they used to support their point of view. If, for example, they chose life expectancy, they should discuss why they feel that living a long life is important to them.

- Using the maps at the end of the Appendix, look at the following nations and rate them from 1 (lowest or worst) to 3 (best) according to which you feel has the best quality of life. Explain your answer.

- _____ Mexico
- _____ China
- _____ India

In the answer students will be looking at the four factors mentioned previously and then comparing the three countries in each of these categories. Then, as they did in Question 1., they will have to decide, based on their own viewpoint, which of the factors is more important than the others. By means of this comparison, they should be able to decide which of the three has the best quality of life.

3. Assume that you were put in charge of Canada's foreign aid program. What changes, if any, would you make in the program? Explain.

There are two viewpoints regarding aid. The first is that aid is essential to solve the problems of the Third World and that without aid, these nations will continue to suffer. The other viewpoint is that aid does not help these countries and, in fact, teaches them to be dependent upon the aid. Students will have to decide which viewpoint they support, and back up their opinion.

Section 2 Assignment

1. In this assignment you will be writing a series of diary entries for a three-day period. The diary should describe some of the things that you do from day to day. You will be writing about **things that help to improve or lessen your quality of life**. (You would not necessarily use the actual term "quality of life" in your diary.)

Some examples of items that would improve your quality of life could be an enjoyable party, a pleasant time shopping, or a good movie. Some examples of things that could lessen your quality of life could be your car breaking down, losing your job, or getting sick.

Look for quality, not quantity. As the instructions to the students indicate, you are looking for those things that the students do from day to day that would enhance or lessen their quality of life. Some examples might be whether or not they are free to do what they want or whether or not they have a car and the necessary money to go with it. The amount of stress or pressure they have in their lives may also be mentioned.

2. Briefly explain the relationship between soils, climate, and landforms, and how these apply to agricultural activity.

In this answer, students should demonstrate a sound understanding of the relationship asked for. This material was presented in Activity 1. Be sure students discuss all the factors mentioned in the question.

Section 3: Diversity and Disparity – Bringing It All Together

Key concepts

- **relationships between various types of maps**
- **interdependence**
- **cooperation**

Upon finishing this section, students should be able to

- understand the relationship between various maps with different information and be able to see the big picture by looking at these maps together.
- view photographs, and then to decide what the photographs portray. To do this, students must be helped to look at these photos with a different set of eyes. In other words, they must not always look at them in terms of their own points of view.
- demonstrate a knowledge of what interdependence involves and why many countries have been forced to work together in order to ensure their own survival.
- understand what is meant by cooperation and how this is one possible solution to at least some of the world's pressing problems.
- bring all the threads together from the other sections and be able to see how all factors discussed are vital to the total picture.

Teaching Suggestions

The first activity in this section is in many ways a review. Students are asked to superimpose world maps in order to see relationships among factors such as soil, climate, and agriculture. Obviously, if overlays can be made and used with an overhead projector, the final result will be much more satisfactory.

Extra time could be spent in a final clarification of the basic characteristics of each type of country. It would be valuable to pick one or more countries not previously studied that fit into each of the three classifications. This would give students a new perspective on the subject.

In order to work more effectively with photographs, it may be valuable to have students bring photos of their own choice and explain why they feel they portray a certain type of country. Students could then critique each other's photographs and explanations.

The class could be encouraged to make up either a scrapbook or collage of magazine or newspaper articles that involve interdependence or cooperation. This would help to clarify the issues in the minds of the students.

Section 3: Activity 1

1. a. Turn to **Map 1: Landforms**. Study the map briefly. Notice particularly the location of the plains regions. Briefly describe their location.

The plains regions are found mainly in four areas: Western Canada and the U.S., Northern Europe, Australia, and Western South America.

- b. Take out **Map 2: The World's Climate**. Place it underneath the map of *Landforms*. Which climatic regions correspond with plains regions?

The middle latitude climatic region is the major area that corresponds with the plains region. Some of the plains region has a subtropical climate.

2. Turn now to **Map 3: Soils**. Place the soils map over **Maps 1 and 2**.

- a. In general, what types of soils are found in the middle latitude regions?

The soils are brown forest or grassland.

- b. You found that the middle latitude regions correspond closely with the plains regions. What can you say about the types of soils that tend to be found in these areas?

The soils of the middle latitude and plains regions are of the forest or grassland variety.

3. You have now examined three maps that show a relationship to each other. It appears that the cultivated areas often have soils of the forest or grassland types, are located in mid-latitude regions, and are in the plains regions.

With this in mind, turn to **Map 4: Farming**. Take all four maps and superimpose one upon another in a variety of combinations. What are some of the patterns that you see emerging?

The areas of commercial agriculture tend to have the following characteristics:

- grassland vegetation
- forest or grassland soils
- middle latitude climate
- plains type of landform

4. To see this relationship, turn to **Maps 11, 12, and 13**, showing primary, secondary, and tertiary activities. Place each of these maps in turn on top of the map showing commercial agriculture. What patterns do you see between the amounts and types of economic activity?

The pattern that emerges is that the areas of commercial agricultural activity tend to be the same areas that have a low percentage of their GNP generated by primary activities and a high percentage generated by tertiary activities.

5. a. Now take **Map 15: The Three Worlds** and place it, in turn, over the maps which show primary, secondary, and tertiary activities. Do you see a pattern emerging? Explain.

The pattern that emerges is that the countries which have a high percentage of GNP generated by primary activities tend to be in the group referred to as less- (or lesser-) developed countries. Those nations with a high degree of secondary activity tend to be developing countries. Those with a high percentage of tertiary activity tend to be developed countries.

- b. What does this relationship tell you about the main type of economic activity that is carried on in each of the three groups of countries?

- less-developed countries: *primary*
- developing countries: *secondary*
- developed countries: *tertiary*

6. Now study **Map 7: Average Daily Protein Intake** and **Map 8: Average Daily Calorie Consumption**. Place the first map on top of the second map.

- a. What similarities do the two maps have?

The areas with high protein intake also tend to be the areas with high per capita calorie intake.

- b. What can you say about the areas of high protein intake and calorie consumption?

They cover, for the most part, the same areas. They tend to be in the North.

- c. Now place **Maps 7 and 8** on top of **Map 15** (which shows the three types of countries). Do you see any relationship between the food consumption of the various parts of the world and the three types of countries? Explain.

The pattern which emerges is that the developed countries tend to have high calorie intake and protein intake. Developing countries tend to have adequate or inadequate intake of protein and calories, while lesser-developed countries tend to have inadequate intakes of both protein and calories.

7. Now look at **Map 9: World Literacy**. Place this map on top of **Map 15: The Three Worlds**. Do you see any pattern between literacy and the level of development? Explain this pattern.

The areas of highest development also appear to have the highest levels of literacy. There are several reasons for this. The countries with a high level of development have more money left over for education after the basic needs are satisfied. Many countries cannot even provide for the necessities, let alone for extras.

8. There is one more comparison that will be valuable to make. Take the maps of literacy, nutrition, and commercial agricultural activity that you previously used and place them one-by-one on top of the map of the three worlds.

- a. Explain the pattern that emerges from this comparison.

The areas of high literacy, good nutrition (high calorie and protein intake), and large amounts of commercial agricultural activity are the same areas that include the developed countries. As a result, it seems that these factors work together to provide a higher quality of life.

- b. Thinking back to the maps you studied on landforms, climate, and soils, what conclusions can you make about the type of soil, vegetation, climate, and landforms that might contribute to a high quality of life? Consider the relationship between these factors.

Hint: Think about Question 1. when you answer this question.

Those areas with grassland vegetation, forest or grassland soils, middle latitude climate, and plains type of landform are seemingly able to support a much higher quality of life than most of the rest of the world. These areas tend to produce ideal conditions for a high quality of life.

Section 3: Activity 2

1. Complete **one** of the following two activities. Several pages have been included for your work, but you may use your own supplies if you prefer.

Only one of a. or b. has to be completed.

- a. Using newspaper or magazine articles and photos, make up a photo collage showing the vast diversity that exists throughout the world.

Work to meet these requirements:

- Try to include at least ten photographs.
- Try to find photos or articles that illustrate different aspects that have to do with one's quality of life. Remember, you are trying to illustrate great differences in quality of life.

Be sure students included a variety of photographs that show a diversity of aspects of each of the types of countries.

- b. For one week make a scrapbook of newspaper or magazine articles that illustrate various aspects of quality of life. These articles may vary from stories about the loss of the Amazon rain forest to a cure for AIDS – anything that concerns your quality of life or the quality of life of someone else.

This scrapbook should look at a variety of aspects of life such as health care, literacy, food production and consumption, housing, and transportation. These are just a few examples; students are free to use their imagination to find others.

2. a. The preceding group of photos represents five aspects of life in Kenya. What general conclusion can you make about Kenya?

The general conclusion that can be made about Kenya is that it is a less-developed country.

- b. Do all of the photos show a consistent view of Kenya? If not, in what ways are the pictures inconsistent?

Most of the pictures show a consistent picture of Kenya. One inconsistency might be the high-rise apartment building. This is characteristic of a developed country.

3. a. State at least one aspect typical of a more developed nation in any of the photos.

One of the following may be mentioned:

- *high-rise apartment building*
- *the type of clothes worn in picture*
- *bus in the picture*

- b. Does it surprise you to see that item in the photo? Explain your answer.

Answers will vary according to whether or not the response was yes or no.

4. Which of the photos shows the best example of the conditions in a less-developed country? Be sure to support your answer with information you learned in Section 2.

Students could have picked any of the photos with the exception of the education photo or the one on housing. All of the remainder of the photos show aspects very common to less-developed nations. There is very little evidence of any move towards development in any of the photos.

5. a. Explain in your own words what the term “developed nation” means.

The definition should talk about a country that is, for the most part, industrialized. The country should have a high standard of living, good health care, high literacy rate, and good and plentiful food to eat.

- b. When applying the term as you have defined it, and using information from the photos, in what ways does Canada qualify as a developed country?

Canada does qualify as a developed country. It appears that the country has a high standard of living, abundant food, a high rate of literacy, and heavy industrialization or mechanization.

- c. Are there any things in the photographs that would make you question Canada's position as a developed nation? Explain your answer.

Students are not likely to find any in the given photographs.

Section 3: Activity 3

Part A

1. What information was presented to show the rapid growth of cities in South America?

A century ago there was one South American city of over one million. Now three have over 10 000 000 each and twenty or more are over 1 000 000. The continental population has doubled in 30 years.

2. What is the housing situation in Quito? Think about how many migrants arrive each year, the number of new houses they need, and the overall housing shortages.

The situation is poor. There are 35 000 new arrivals annually; they should have 7 000 new houses each year but there is a shortage of 1 million houses.

3. Why do so many leave the countryside and who are they mainly?

The landless peasants are leaving because of lack of work, eroded land, and low produce prices.

4. The **barrios** are the slum areas where the poor people live. What are the physical conditions like in them?

The conditions are dismal with lack of sewers, lack of running water, no electricity or other services, and crowded shacks for dwellings.

5. Is the government doing something to provide decent housing for the people in the barrios? Why would most of the barrio people not qualify for government housing if it were available?

It is doing very little. A few public housing projects have been started but most poor people wouldn't qualify because they lack permanent jobs. Most are often unemployed.

6. The Workers' Cooperative leader said, "If we do not solve our own problems, no one will solve them for us." Another person stated the view that the most unused resource in South America is its people and that the most effective help is to aid them to meet their own needs. In relation to housing, list three specific areas of help that were outlined where governments and agencies could make a big difference.

These are the areas that were outlined:

- *help low income people get land*
- *develop the means to provide the basic building materials*
- *create the means for the poor to have access to credit*

Part B

1. Write down your plans, and state how you plan to achieve your goal. Put these plans in point form. List all the necessary jobs and include a schedule which indicates when each job needs to be done. To make the task easier, several categories have been provided for you to help organize your task.

Did students feel that their preparations for this event would be enough to make it a success? If not, what do they think they are missing? Have they thought about all the costs and where the money will come from? What about invitations? Have all the people needed to prepare the food been arranged for? In other words, are all the little details in place to make the activity a success?

2. a.. What did you learn about planning for an event like this? Did you try to do all the jobs by yourself?

If students tried to do everything themselves, they probably found out that such a task is almost impossible. It is very hard for one person to think about all the aspects of any event. They would likely feel frustrated trying to organize such an event by themselves.

- b. Would you plan the event the same way if you did it again? Explain.

Answers will be personal.

- c. If you did get help to plan the event, what did you learn about working with another person?

Working together has the advantage of giving each person a small part of the total job to do. No one has to worry about the entire event. Those who are good at one aspect of the task can do that while others can do what they are good at. This way everyone can do something without feeling overworked.

- d. What are some of the advantages of working together to plan an event? What are some disadvantages?

Some advantages of working together to plan an event are these:

- *The work can be shared.*
- *People with different abilities can do what they are best at.*
- *People don't tend to get frustrated by overwork.*

Some disadvantages of working together to plan an event are these:

- *Sometimes there are communication problems.*
- *Sometimes some of the work does not get done.*
- *People can sometimes be difficult to work with.*

- e. What are some of the advantages of working on your own to plan an event? What are some disadvantages?

Some advantages of working on one's own are these:

- *One knows the progress of all planning.*
- *Few communication worries or problems exist.*
- *One can set a challenge for oneself and reach a personal goal.*

Some disadvantages of working on one's own are these:

- *The workload can be very heavy.*
- *A person may get frustrated by overwork.*
- *One person may not have enough time to complete the job.*

3. a. How many children are in your family?

Answers will vary.

- b. Are you the youngest, the oldest, the in-between, or the only?

Answers will vary.

4. a. What expectations do your parents have for you? What behaviour do they expect from you?

Answers will vary. Some examples are the expectations that the student keep his or her room clean, feed the animals, or look after younger brothers and sisters.

- b. Are these expectations different for other members of the family depending upon their ages? Explain.

In all likelihood the expectations are different. If the student is the oldest, parents may expect him or her to show responsibility and leadership towards younger children. The type of activities that students do as part of the family will differ. If students are the youngest, less may be expected of them, and they may have fewer jobs and responsibilities.

5. a. Do you play an important role in your family?

Students will likely answer yes.

- b. What is that role?

The role that students have will vary as mentioned previously.

- c. How would your family function without your performing this role?

Students would likely answer that their family could not function as well without them. They play a role in their family that would be difficult for anyone else to perform. Although no one is indispensable, each person's role is very important.

Follow-up Activities

Extra Help

1. Define the following terms:

interdependence: *the mutual reliance on each other in order to achieve a common purpose*

cooperation: *the working together with others to achieve a common purpose*

2. Choose an example from the TV or radio news, or the newspaper, that involves cooperation or interdependence in your local community. Describe how this is an example of either.

The example should show how cooperation or interdependence are important in making the world a better place to live. One example could be two nations working together to get rid of a pollution problem. Another example could be the twinning of two cities in Canada for exchange visits.

3. Look at the following three pictures. Decide which of the three types of countries each represents. Label each and give reasons for your answers.

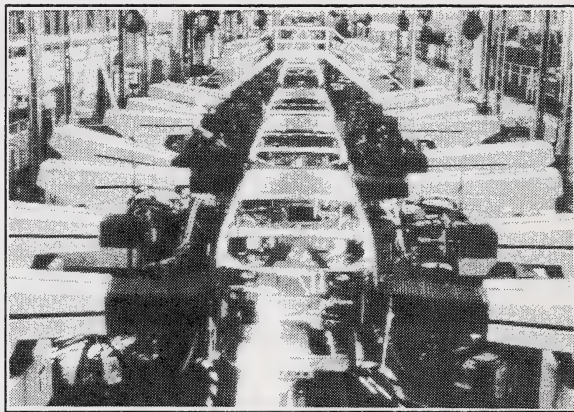
Photographs Typical of the Three Types of Countries



CIDA

- a. *developing country*

Refer to the fact that there is some form of mechanization, but that the machinery being used is quite out of date.



General Motors

- b. *developed country*

Refer to the fact that the machinery being used is very advanced.



CIDA

- c. *less-developed country*

Refer to the manual ways of doing things as well as the lack of modern conveniences.

4. Examine the following four maps of the province of Ontario. On the fifth map, sketch in where you feel the areas of commercial agriculture will be located. Give reasons for your answer. Complete the key.

See the given map. Answers should be based on the following factors:

- *forest or grassland soils*
- *middle latitude climate*
- *plains type of landform*

Students should see from the map that Southern Ontario can support a wide variety of agricultural activities.

Agriculture Areas in Ontario



Enrichment

1. Assume that your parents run a business. This could be a store, a farm, or anything similar. What would happen if one person in the family tried to do everything in the business and the rest refused to help?

The person would become very overworked and tired. That person would likely become frustrated with the rest of the family. In all likelihood the business would not be a success because one person would not be able to look after everything at once, and important jobs would not get done.

2. Find a photo or picture that you feel adequately portrays each of the three categories of countries. Explain how each choice fits the characteristics of this type of country.

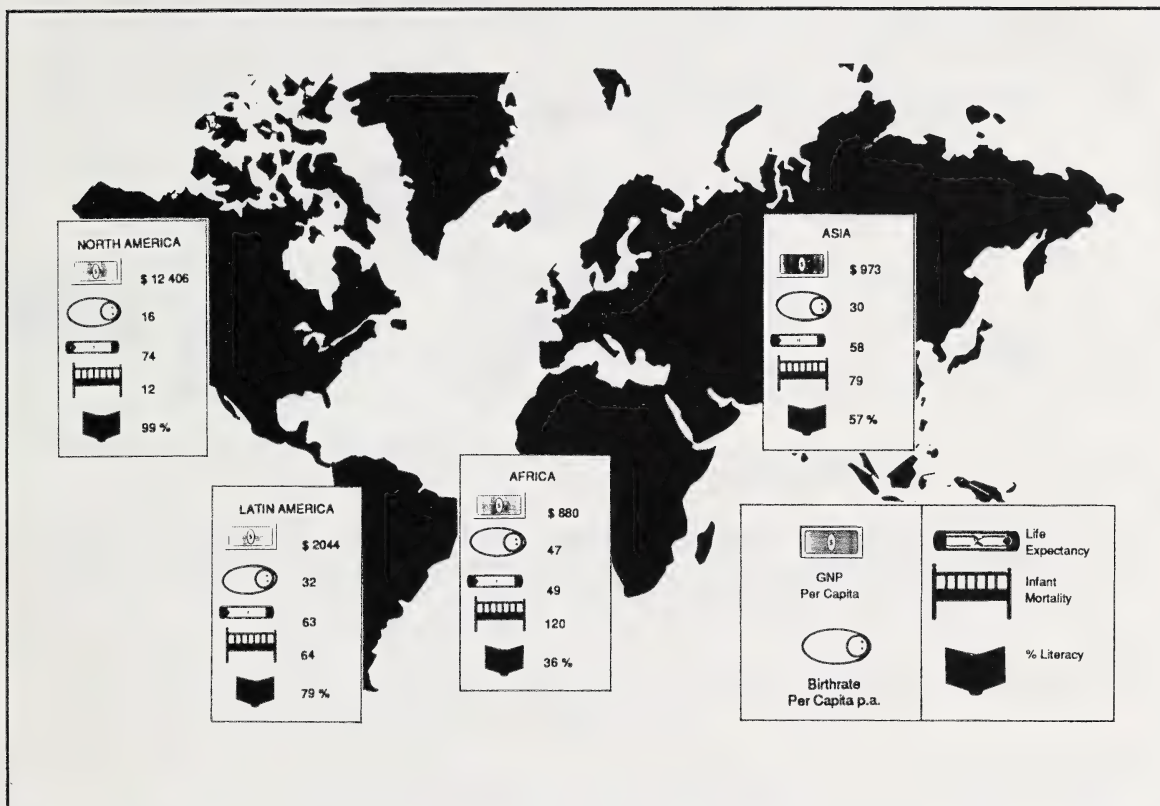
Photos should show the type of country students are trying to portray. For example, pictures of a less-developed country should show few technological devices. Pictures will show people doing things by hand. Pictures of a developing country should show a country in a state of change, with pictures of manual labour as well as machines. Pictures of a developed country should show modernization and industrialization.

Section 3 Assignment: Diversity and Disparity – Bringing It All Together

There is no assignment for this section.

Final Module Assignment

1. Examine the map here and answer the questions based on it.



- a. Briefly explain in your own words what the map shows you.

The map outlines a few of the differences between the Third World and the developed world. Some of the categories used are per capita GNP, birthrate, and literacy. These show the large differences that exist between the developed world and the Third World.

- b. North America has the highest per capita GNP. What is it?

North America's GNP is \$12 406.

- c. Africa has the lowest per capita GNP. What is it?

Africa's GNP is \$880.

- d. If you assume that the combined population of North America is about 350 million, which represents about 25 percent of the world's population, in what way does this make the difference in GNP between North America and the rest of the world all the more dramatic?

It shows that a relatively small percentage of the world's population produces a large amount of the world's GNP, further pointing out how poorly off the Third World really is.

- e. Explain briefly how any **three** of the five factors shown on the map affect the quality of life of individuals. Be sure to identify the three factors you are discussing.

- *GNP – This affects the industrial output of the nation per person. The larger the amount, the more prosperous the people usually are.*
- *Birthrate – The lower the birthrate, the higher the standard of living. Larger families are usually more expensive.*
- *Life expectancy – Higher life expectancy usually means a higher standard of medical care and nutrition.*
- *Infant mortality – Lower infant mortality usually means a higher standard of medical care and cleanliness.*
- *Literacy – Higher literacy indicates a higher education level, which enables people to better themselves and therefore to be more productive in employment opportunities.*

2. Read this comic strip and answer the questions that follow it.



- a. What comment is the cartoonist making? What message does he or she want to get across?

The cartoonist is referring to the fact that many of those living in the developed world have more than enough to eat. In fact, the consideration for many people is not whether they get enough to eat, but how to keep their weight down. The cartoonist is pointing out the tremendous disparities between the developed and less-developed countries.

- b. On the world map provided, shade in the areas represented by the two halves. Provide a key to tell which half each shaded area represents.

Refer to Map 10 in the Appendix when correcting this question. Be sure the students have accurately shaded the north and south areas of the world and have provided a clear key.

3. Canada is in an enviable position in the world. Ours is a wealthy, prosperous country, with abundant natural resources, a vast geography, and a democratic system of government.

As you know from your work in previous modules (and, no doubt, from your own previous exposure to the world's problems via television and newspapers), many of the world's people are in need of life's basic necessities – food, shelter, medicines. This puts countries like Canada on the spot. What should our country do to help?

Should we send large amounts of foreign aid? Should we invite people from developing and less-developed countries into Canada? Or should we put Canadians first, and make sure that no Canadian lives in poverty before we give away tax dollars and fill job openings with immigrants from less fortunate countries?

What are your views? In a well-structured essay, complete with introduction, body, and conclusion, **present** and **defend** your position on the issue of just what Canada should do to help. Your essay should be about two pages in length.

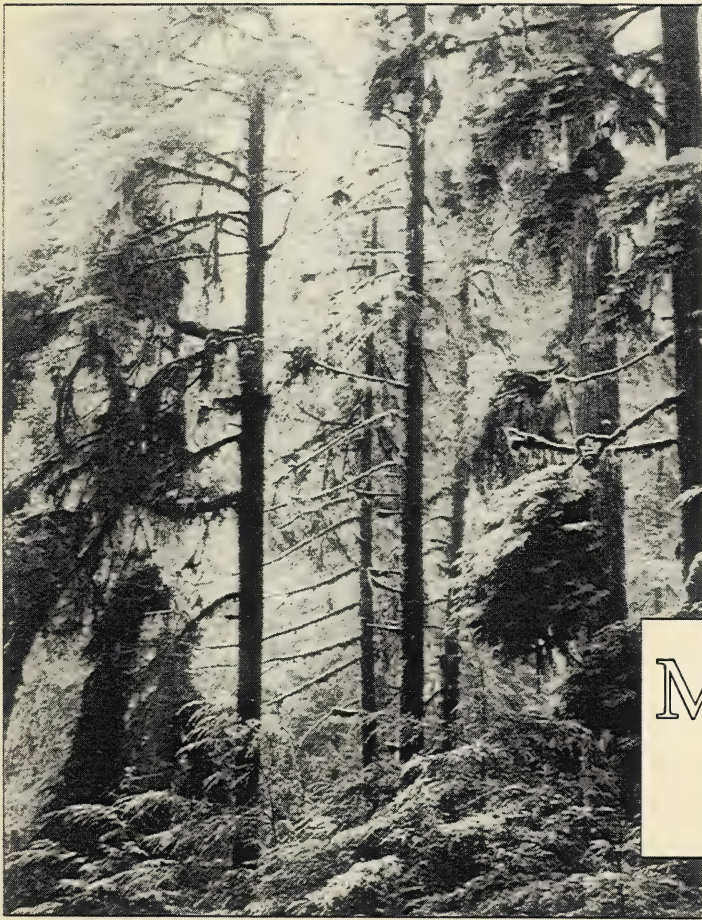
N.B. You will not be marked on the correctness of your ideas, but on how well you defend them and the awareness you demonstrate of the issues involved.

Students' answers will be personal. Do not mark for correctness of their views but on the defences they supply and on the overall understanding of the situation they demonstrate.

Mark, too, for structure. Answers should be presented in a properly written short essay.

Social Studies 23

Interdependence



Learning
Facilitator's
Manual

Module
6



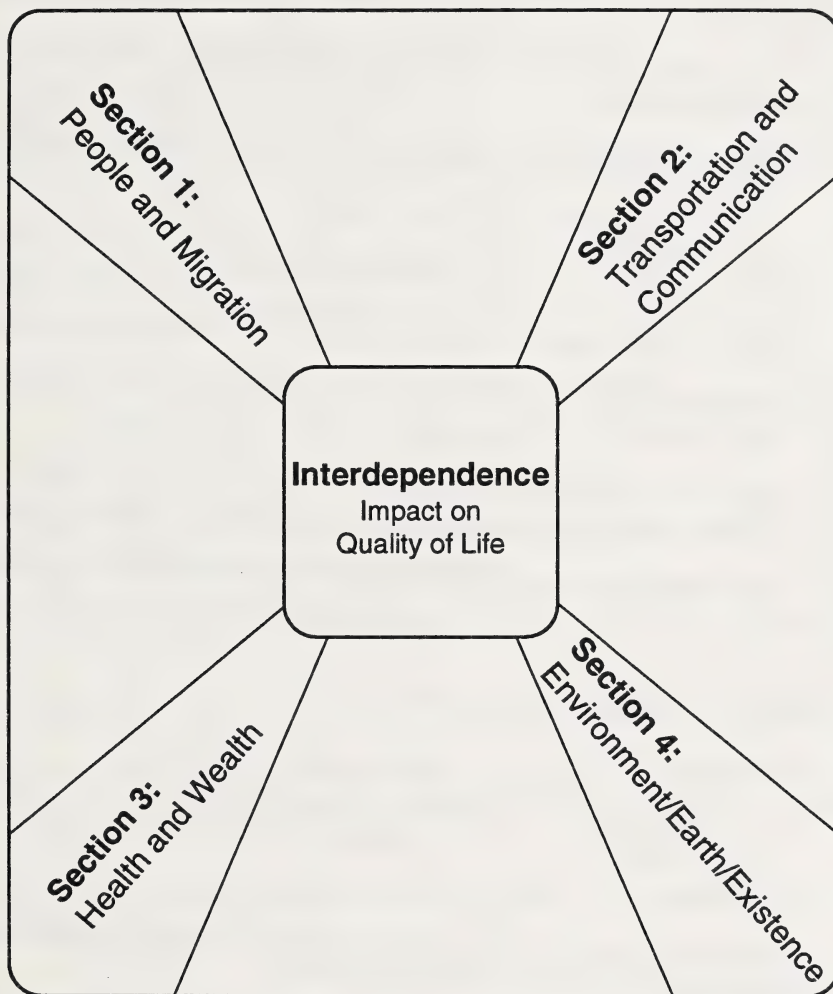
Distance
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Module 6: Interdependence – Overview

The key emphasis in this module is quality of life and human interdependence in a variety of situations.



Evaluation

The evaluation of this module will be based on four section assignments.

Section 1 Assignment	20%
Section 2 Assignment	30%
Section 3 Assignment	20%
Section 4 Assignment	<u>30%</u>
TOTAL	100%

Please Note:

There is an alternative activity based on a video program that you may wish your students to do. It is in Enrichment in Section 4. If you plan to use it you may wish to order *Acid Rain: A North American Challenge* now.

Teaching Suggestions

- A discussion on some of the following topics may enhance the concepts of this section:
 - Ask students what they had for lunch, breakfast, etc.
 - Did the food originate in Alberta? in Canada? in the U.S.A.? in South America?
 - Students might speculate about what life would be like without these foods.
 - Ask students how other towns, cities, and countries depend on what is produced in their area.
 - Students might realize that they depend on others and others depend on them.
- Students might view the video available from ACCESS Network, *Central and South America: Why Do People Move?* After watching the video do the following:
 - Ask students if they would like to move, and why.
 - If some students have moved recently they could share their experience with the group.
- Use a world map to study major concentrations of population and migration patterns.

Section 1: People and Migration

Key Concepts

- interdependence
- quality of life
- migration

Students should recognize that they depend on others and that others depend on them. Classroom teachers can illustrate this point through group work.

Students should recognize that Canada, with its high quality of life, will attract many immigrants.

Students should observe that migration follows certain patterns.

Students should understand that the growth of cities will continue.

Section 1: Activity 1

1. What are some of the ways you depend on others? List at least four different ways.

Here are some ideas of ways in which people depend on others:

- family members – for personal care and support
- teachers – for guidance in school work
- medical personnel – for health care
- transportation personnel – for aid in moving from place to place
- building and trades people – for the construction of houses and other buildings
- police and security forces – for personal protection

Of course, there are many more possible answers.

2. Others depend on me in the following ways:

Here are some ideas of ways in which others depend on the individual:

- family members – for household chores and support
- friends – for companionship
- pets – for food and shelter
- neighbours – for help with chores and other tasks; companionship
- employers – for the job they assign the individual

Of course, there are many more possible answers.

Section 1: Activity 2

1. **Interdependence** throughout the world was described as a *global village* and *spaceship earth*. Create another description of your own that highlights the close interconnection of people all over the world. Explain why your term is appropriate.

Answers here will, of course, be entirely the student's creation. Is there an explanation as to why the term is a good description?

2. In Activity 1 you were asked to describe how you are dependent on others. Review the ideas you listed.

Later on in the module, you will learn more about the technique of concept mapping. For now, use the rough sketch *I Depend on Others* which follows.

Put yourself in the centre of the page. On each branch extending out from you, write the name of one general category of persons on which you depend. One category would likely be family, as the sketch shows. On the branch designated as family, name family members as a secondary branches. You may trace each branch in a different colour and sketch symbols beside some of the names if you wish. (Drawing diagrams in a variety of colours is a good memory aid.) Can you add other names to the branches in addition to those you mentioned for Activity 1?

What symbols did students draw for themselves? Did they label each main branch connected to Me, and make smaller branches from the main branches to show a variety of examples?

3. What do you believe is essential for a good quality of life? Look at this list. Put number 1 beside the item which is most important to you, number 2 beside the next most important item, and so on.

_____ an advanced education	_____ pure air
_____ a TV	_____ a telephone
_____ good medical facilities	_____ nutritious food
_____ a comfortable house	_____ a car
_____ clean water	_____ world peace
_____ library facilities	_____ recreation facilities
_____ a dishwasher	_____ sewage and plumbing
_____ a stereo system	_____ a microwave oven
_____ a good selection of clothes	_____ friends

Answers will vary depending on which item is most important to the student. Be sure the student labelled the most important one with #1 and so on.

4. What other items do you consider important to your quality of life?

Answers will vary and be personal.

Section 1: Activity 3

1. List some possible reasons why immigrants come to Canada. Then circle every item in your answer that would improve an immigrant's quality of life.

Answers may include these reasons:

- *good jobs*
- *safety and security*
- *higher standard of living*
- *the desire to be with family members*
- *personal freedoms*
- *escaping violence in the home country*

Students will probably find that they have circled most items.

2. Did you agree or disagree with the opinions expressed in the dialogue called *Keep Canada Canadian*? Explain your reasons.

Opinions are personal. Did students provide good reasons for their answers?

3. Find two statements in the article *Closed Door/Closed Mind* that support the idea that immigrants are beneficial to Canada.

According to the article, immigrants provide the following:

- *are motivated, dynamic people*
- *consume goods and services and therefore create jobs*
- *can help build Canada*

Section 1: Activity 4

1. Explain the difference between an immigrant and a refugee.

Immigrants are people who move their places of permanent residence by choice. Refugees are people who leave their home countries because of persecution and threats of violence.

2. Some people predict that without the flow of immigrants into Canada, we will have an aging population. Think of your present career choice. How would it be affected by an aging population?

Answers will depend on the student's career choice. Here are three examples:

- *teachers: Fewer will be required because the number of school-age students will have declined.*
- *day-care workers: Fewer will be required because there will be fewer young children.*
- *doctors: More will be required because the population will have aged, resulting in increased numbers of older people requiring medical care.*

Section 1: Activity 5

1. In what two areas of the world will population numbers probably grow most quickly? (Refer to the *World Population Trends* chart.)

The population will probably grow the fastest in Asia and Africa.

2. You are a Canadian. Imagine that you suddenly became a refugee or an immigrant and had to leave Canada. What might have caused you to leave?

Here are some possible reasons:

- *seeking jobs due to high unemployment*
- *seeking freedom if the government had become a harsh dictatorship*
- *seeking safety if a serious natural disaster had destroyed part of the country*
- *seeking safety if there were a war in this country*

3. a. If you had to leave Canada, to which country would you go? Explain your reasons.

Students may choose any country they prefer. The United States would be a likely choice unless that country were experiencing the same crisis. Did students explain their reasons?

- b. What are some of the difficulties you might encounter in migrating?

Hardships could include having no money, no jobs, and no home, and being rejected in their new place of residence.

4. What difficulties might a refugee from a developing or less-developed country have to face when adapting to Canadian life?

Refugees might face difficulties such as having no job, little money, no home, and few possessions. They might have trouble adapting to strange customs, a new language, and the lack of family and friends for support.

5. It seems the Dang family may have been both refugees and immigrants in their travels. When would they have likely been refugees and when immigrants?

They were probably refugees leaving Vietnam and China. They may have been refugees or immigrants going to Hong Kong. They were probably immigrants coming to Canada.

6. How was it easier for the Dangs to leave Vietnam when they did rather than 10 years later?

They were young and had no children rather than three to care for.

7. People who move to other countries generally have to be flexible. How did the Dangs show they could adjust to situations they found?

Both Mr. and Mrs. Dang had different jobs. They were able to manage in a number of countries. They were willing to change to realize new goals, as when Mui Dang gave up her plan to open a restaurant so her daughter could become a great gymnast. Myanh continued to compete even though she was injured.

8. a. Is the family maintaining its connections with their roots? Explain.

It seems so. Myanh attends a Chinese school on Sundays.

- b. How has the family become more Canadian?

Myanh hopes to learn French. The family is able to pursue their interests.

9. Do you think Myanh would have been a success if the family had remained in Vietnam? Explain.

This is a matter of opinion but it seems Myanh would do well wherever she lived. She is an exceptional person with a wide range of interests. She is very talented in languages, her studies, and athletics and has a sense of dedication in whatever she does.

Section 1: Activity 6

1. Think about the major problems that large cities with many immigrants have to face. List a few of your ideas here.

A large city with many immigrants might have these problems:

- *food shortages*
- *inadequate housing*
- *unsafe water and sanitation systems*
- *lack of medical attention*
- *transportation difficulties*

Perhaps students thought of other problems also.

2. a. Describe the areas of the world in which the majority of the largest cities in the world are located.

Several answers are possible. Some ideas include the following:

- *Areas are primarily tropical in climate.*
- *Countries are less-developed or developing.*
- *Land areas of countries are quite small – there is little room for relocation.*

- b. Would the geographical location of these cities pose any additional problems?

Several answers are possible. Possible ideas include the following:

- *Countries are suffering now because of low level of development.*
- *Health conditions are poor and disease rates are high.*
- *Countries in the middle latitudes tend to have sparser populations; they could accomodate more people more easily.*

3. a. Based on the preceding article, what city would be your first choice of a place to live?

Answers will be based on the factors or qualities mentioned that students consider most important.

- b. Name a few items from the ranking in the article that made you choose this city.

Positive factors could include such things as annual temperatures, annual precipitation, owning one's own home, number of people per doctor, and student/teacher ratio.

4. a. What city would you want to avoid?

Answers will be based on which factors students think are most harmful.

- b. Name a few items from the rankings that would make you decide to avoid that city.

Negative factors could include such things as air pollution, density rate, number of people per housing unit, cost of eggs, cost of cars, number of criminal offences, and number of murders.

Section 1: Follow-up Activities

Extra Help

1. Why do we refer to the world today as a global village?

The term “global village” means that you can be aware of what’s happening to people in all parts of the world through advanced transportation and communication systems. The term also implies that the world is an interdependent system.

2. Based on a study of migration patterns throughout the world, which of the following most often attract new residents? Check all the ones that apply.

The following checked (✓) items should have been chosen:

<input type="checkbox"/>	arctic regions	<input checked="" type="checkbox"/>	developed countries
<input checked="" type="checkbox"/>	cities	<input checked="" type="checkbox"/>	warm climates
<input type="checkbox"/>	deserts	<input type="checkbox"/>	quiet, rural areas
<input type="checkbox"/>	mountain areas	<input type="checkbox"/>	rugged ranch land

3. Think of a positive reason for allowing new immigrants into a country.

Immigrants are usually young, skilled workers. They are usually highly motivated to succeed.

4. List in point form a few hardships that would hamper the quality of life of the residents of a sprawling city in an undeveloped country.

Negative qualities of a city might include these:

- *lack of food and safe water*
- *poor housing*
- *inadequate sanitation*
- *transportation problems*
- *diseases*
- *overcrowding*

Enrichment

- Perhaps one of the key phrases in the story is *our country's greatest shame*. Is that phrase significant in Canada's present approach to the refugee situation? Explain your answer.

Perhaps Canada felt guilty about the tragedy of the Jewish refugees and decided to accept people who were in desperate circumstances. Answers will be personal. Are opinions supported?

- Use the chart here to highlight comparisons in the two refugee situations described in the article.

Comparisons	May 1939	August 1986
From which country did the refugees come?	<i>The Jews came from Germany.</i>	<i>The Tamils came from Sri Lanka.</i>
What action did Canada take?	<i>Canada refused to let them land.</i>	<i>Canada let them stay.</i>
What reasons were given for the action?	<i>The Jews did not qualify for admission.</i>	<i>The Tamils faced political violence at home.</i>
Do you approve of Canada's action? Give a reason to support your answer.	<i>This answer will be personal. Did students give a good reason to support their answers?</i>	<i>This answer will be personal. Did students give a good reason to support their answers?</i>

- What problems do refugees have when they flee from their homeland?

Refugees encounter a variety of problems such as the following:

- They have difficulty finding a country to accept them.*
- The journey from their homeland may be dangerous.*
- They would lack money, food, and possessions.*
- They may not speak the language of their new country.*
- They may not understand the customs of the people in their new home.*

Section 1 Assignment

Do either Part A or Part B.

Part A

You are to write a news story about a new immigrant family that has just arrived in your community. You may approach the story as either a reporter for a newspaper or as a reporter for a television station. The content that you will cover will be the same in either case.

Newspaper Coverage: You may choose to write a brief news story for your local newspaper about the immigrant family. In the space provided (at the end of your report), draw or describe a picture to accompany your story – for example, you could show the family at the airport or in their new home.

Television Coverage: You may choose to prepare a brief news story to be presented on television about the immigrant family. Perhaps a short interview could be included here. In the space provided, describe, as well, what film footage you would shoot to go with your story.

General Tips

You might answer the following questions in your story:

- Who are the family members?
- Where was their previous home?
- Why did they come to Canada?
- What can the community do to be involved?
- What does the family hope to contribute to the community?
- What are the family's dreams and goals?
- How can the reader or viewer become personally involved?

Does your story have a positive or negative slant? You will be able to indicate positive or negative feelings by the details you select.

Be sure to include something that focusses on the quality of life of the immigrant family. Be creative.

The student should cover the information suggested in the general tips as a minimum amount of work. The student was asked to focus on quality of life for the immigrant family. Be sure that is included. The student should have included a bit of detail in drawing or describing the picture or film footage.

Part B

1. The concept of the global village emphasizes interdependence. What does that mean?

The global village means all are citizens of the world. What happens to one group of people affects everyone in some way. Modern transportation and communication networks strengthen the links people have with those in far-off places.

2. Mention some of the problems of large, sprawling cities.

Large cities have many problems: overcrowding, hunger, disease, unclean water, traffic congestion, inadequate waste disposal, and so on.

3. Describe some of the negative effects of Canada's aging population.

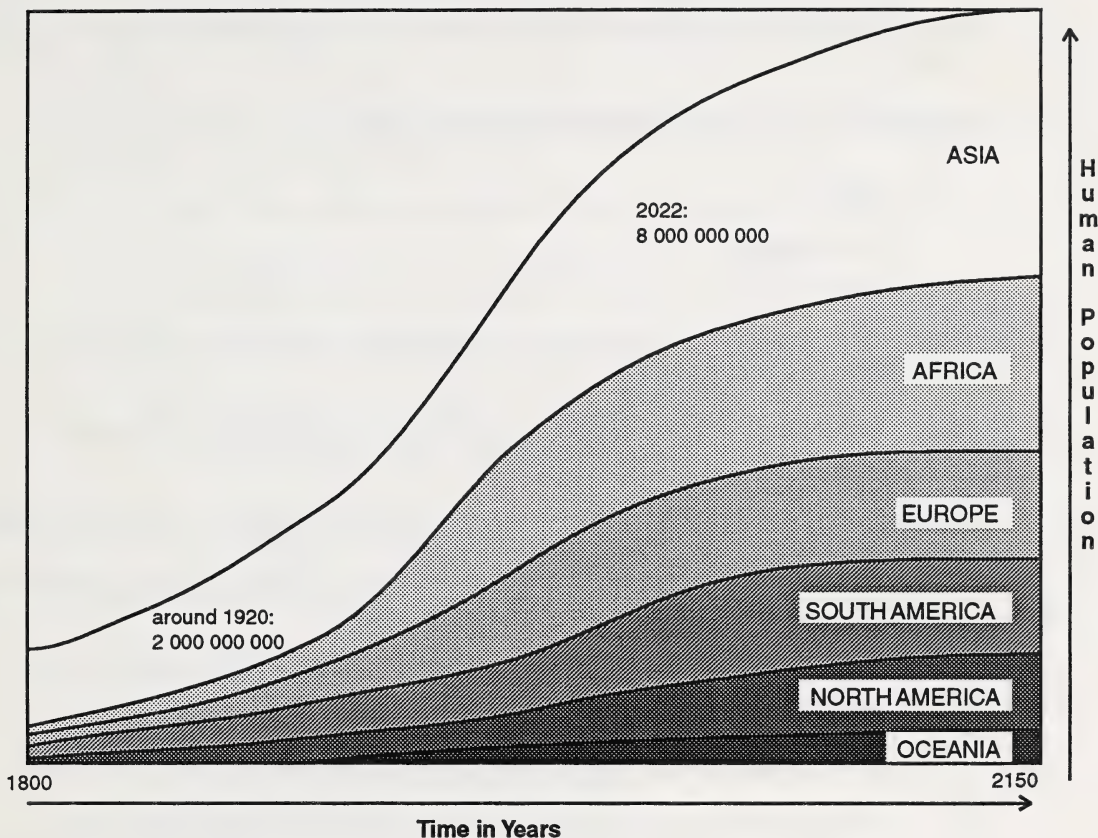
With an aging population, there will be more retired people being supported by the shrinking younger working population. Health care costs might be increased.

4. How would your quality of life be altered if you became a refugee?

Quality of life would decline if one were a refugee. One would not have the opportunity to enjoy life. Even basic needs might be threatened.

5. Review the graph on world population trends and answer the questions which refer to it.

World Population Trends



- a. What do rapidly increasing Third World populations mean for North America in terms of migration of people?

North America is one of the lowest growth areas. Therefore, more people will be anxious to move to North America where it is less-crowded and where there are fewer pressures on resources.

- b. How is the migration of people an indication of global interdependence?

People share the world environment and its resources. A change in one area will have an impact in another area (interdependence) in terms of the flow of migration.

6. Imagine that you are moving from a rural area or a small town to a large city. List two factors that would affect your quality of life in your new home.

The students' choices will vary depending on their priorities. Some factors could be health facilities, housing, low crime rates, leisure opportunities, temperature, and climate in general.

Section 2: Transportation and Communication

Key Concepts

- transportation
- communication

Students should recognize that transportation has undergone vast changes, making contacts with others easier.

Students should be able to identify the many ways quality of life is enhanced by varied communication media.

Students will explore the advantages of communication for development in Third World countries.

Students will recognize the global impact of transportation and communication in the daily lives of all people.

Teaching Suggestions

The following activities may help to enhance the concepts discussed in this section:

- The topic *How Errors Occur in Communication* lends itself to group discussion, interaction, and actual demonstrations of errors. Students may study how one's circle of contacts has expanded with each advance in transportation technology.
- As a transportation activity, the group could choose a location in Alberta.
 - List the alternative means of transportation that could be used to reach this location.
 - Ask the students how many of these alternatives would have been available a hundred years ago.
- Discuss the changing importance of the post office. Why is it less important today?
- Students could do a collage of the changes that have taken place in transportation or communication.

Section 2: Activity 1

1. Which trip west do you think the grey-haired lady in the story enjoyed most?

Students could choose either the early trip by train and wagon or the trip sixty years later by plane.

2. Explain the reason for your choice in the previous question. You might consider whether her quality of life has improved or not.

Students may have selected the train and wagon trip because of the following:

- *The woman was young and had her husband with her.*
- *The trip was slow enough to really see the countryside.*

Students may have selected the plane trip because of the following:

- *One can travel very quickly by plane.*
- *Many comforts and services are provided.*

Section 2: Activity 2

1. List three new safety features of the car of the near future.

The car of the future will have the following safety features:

- *tells if you are drowsy and warns you to pull over*
- *tells if you have been drinking and disengages the ignition system*
- *has radar units to detect approaching objects*
- *detects rain and starts the windshield wipers*
- *gauges air pressure in tires and conditions in wheels*
- *contains air bags and non-lacerative glass*
- *perhaps operates on a computer-controlled corridor*

2. Would any of the new features affect your quality of life? Explain, referring to one or two features.

All of the features would make travel safer, more comfortable, less stressful, and, therefore, more enjoyable. Do students foresee any negative impact on quality of life?

Section 2: Activity 3

1. What is your reply to this individual?

People cannot respond intelligently because the message must be clear and complete before one can understand it.

2. What did you learn by trying to answer the previous question?

A message must be understood in order for it to be useful.

3. What are two methods of communication not mentioned in the preceding list that you might use?

Possible answers are telephone, letters, and cards. Students may include any other examples they can think of.

4. In the chart here, name two internationally famous athletes from outside Canada that you learned about through the modern mass media. Then state what kind of people you picture each of them to be.

Athlete	Type of Person

Students may mention any well-known, non-Canadian athletes. They may express a variety of opinions about these athletes just as they would about people they know personally. For example, the athletes may be warm, humorous, arrogant, poised, friendly, cheerful, moody, and so on.

5. Has the image you have of the athletes affected your opinion of other citizens of their countries? Explain your answer.

Answers will depend on personal experiences and perceptions. For example, Vladislav Tretiak was a great Soviet goalie that many Canadians got to know through the international hockey series. Athletes like Tretiak may have made Canadians more willing to understand the Russian people.

6. Suggest a possible reason for communication error other than those already mentioned.

Here are some possible reasons for error in communication:

- *The other person speaks with an accent one can't understand.*
- *The other person uses slang terms and jargon that are not familiar to one.*
- *With no feedback, one doesn't know if one's conclusions are right or wrong.*
- *One of the communicators has a disability affecting speech or hearing.*
- *Drugs or alcohol may interfere with communication.*
- *Loud noise blocks out part of the message being communicated.*

Students may have thought of other reasons for errors to occur.

7. Briefly review all the information in Activity 3. Then answer these questions.

- a. How have modern communication methods affected you in a positive way?

Here are some positive effects of modern communication methods:

- *People can communicate quickly through radio, TV, telephone, and fax machines.*
- *People have great variety in their sources of communication with music, movies, videos, radio, and television.*
- *Knowledge doubles every three to five years because of improved communication.*
- *One can receive up-to-date information from all over the world.*

- b. How have modern communication methods affected you in a negative way?

Here are some negative effects of modern communication methods:

- *Errors may occur, which lead to inaccuracies in communication.*
- *One may feel overloaded with too much information from too many sources.*
- *The wrong people may get private information about one from computer files.*

8. Consider the positive and negative factors you outlined. Overall, have modern communication methods improved your quality of life or not? Explain your answer.

Students may present arguments either for or against the impact of modern methods of communication. Most people would say that modern communication methods have improved their quality of life because having more information gives them the opportunity to make better choices in many areas of their lives. For example, students receive information about new careers and decide if one of them seems very appealing. They request more information, and from what they learn, they decide whether that career would be very fulfilling.

Section 2: Activity 4

1. Many examples have just been given to support the idea that communication is crucial for development in the less-developed countries of the world. In which example do you think communication might be most valuable in terms of more permanent gains for the quality of life of the people? Explain your reasons.

Examples that support long term gains for the future would involve situations where people receive useful knowledge that can be used at once and later on as well. Therefore, students might choose the farmer with the dying crop or the student taking a distance education course.

2. Now name two or three similar benefits you think are possible in the examples given of Third World communications situations.

Possible benefits of communication, besides solving the immediate problem, include the following:

- *Health-care workers become more skilled if they apply the advice of doctors.*
- *Damage from natural disasters is reduced if help arrives more quickly.*
- *Transportation for farm marketing becomes more efficient.*
- *Construction projects are completed more quickly.*
- *More students complete their courses when they receive encouragement.*
- *Social contacts help friends and family members cope with periods of separation.*
- *Children receive better medical care in the area of communicable diseases.*

Section 2: Activity 5

1. How has our mass media affected life in other parts of the world? Suggest two or three effects.

People in developing countries see the Canadian standard of living and want more for themselves. They may no longer accept their own traditional values. Can students think of other effects?

2. Think of a television programme that is entertaining but violates your sense of values in some ways. For example, a show may depict teenagers as immature, which you believe is offensive.

- a. Would you watch that programme on TV? Explain your reason.

There is a strong possibility that students would not watch it. Have students explained their reasons?

- b. How could you make your concerns known to the people responsible for the programme and to society in general?

Students might consider taking the following action:

- writing a letter to the programme
- writing a letter to the newspaper
- boycotting the products of the company which sponsors the programme

3. Do the preceding pictures remind you of disasters you have seen in the news? Was there help organized for the people affected by them? Give some details of what was done, if possible.

Answers will be personal. Students will very likely be able to recall a recent natural disaster (tornado, earthquake, monsoon, hurricane) or a man-made disaster (air crash, chemical or oil spills, fires, political unrest) that mobilized governments or the public to take some action. Were students able to give any details of the help given?

Section 2: Follow-up Activities

Extra Help

1. In what ways has transportation changed? Give an example.

Hint: Check Activities 1 and 2.
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Transportation has changed in these ways:

- It is faster. In the future people might reach any place on earth within one hour.
- It is more comfortable.
- It has more safety features.

2. Sometimes we are overwhelmed with the amount of communication we receive. Explain a few of the ways in which we receive messages.

Hint: Check Activity 3.

People receive messages in the following ways:

- *telephones*
- *newspapers*
- *TV*
- *computers*
- *radio*
- *postal services*
- *fax machines*
- *magazines*
- *videos*
- *books*

Can students think of other ways?

3. Name three principles that link communication to interdependence, quality of life, and changes in our lives.

Hint: Check Activities 3 and 5.

Three principles of communication are as follows:

- *Communication is basic to relationships with others.*
 - *Communication can help people make wise choices.*
 - *Communication brings about changes in people's lives.*
4. What are some of the negative consequences of advanced communication systems besides increasing our chances of making errors due to misinterpreting the facts?

Hint: Check Activities 3 and 5.

Negative consequences of advanced communication systems include the following:

- *There is an increased possibility of making errors because of bias, distortion of facts, mechanical failures, and being rushed.*
- *There is less privacy.*
- *Traditional values may be lost.*

5. What are some of the benefits of advanced communication systems besides making us aware and concerned about damage to our environment?

Hint: Check Activities 4 and 5.

Benefits of communication include the following:

- *Contacts with other people are increased.*
- *People become more aware of human rights.*
- *People are aided in solving problems or easing crisis situations in developing countries.*
- *People are able to make better choices for themselves.*

Enrichment

Think about these questions:

- What are the major problems of Veronica's people?
- Veronica accuses her visitors of not understanding her people. What could you do to give your family and friends a better understanding of Veronica and her way of life?
- What could you do that would be most beneficial for Veronica and her neighbours?

Write a short, friendly reply to Veronica's letter keeping these points in mind.

Be sure the letter has a friendly encouraging tone. Since students are unfamiliar with Veronica's living conditions, they might have inquired about the needs of her people by asking. Students should not assume they know what's best for Veronica's people; the people themselves may have some workable solutions in mind.

More person-to-person contact can lead to more understanding. Perhaps these ideas would work:

- *Ask Veronica's permission to print her letter in the school newspaper or even the town or city newspaper.*
- *Perhaps Veronica would agree to give a short presentation to classes in the school or community.*
- *If there is an interest, other tours might be arranged to Veronica's home area.*

It is important to listen to Veronica's needs, and maintain contact.

Section 2 Assignment

1. In Section 2 you studied the importance of good communication networks. Pretend you are in a classroom and you are in a group of four students that has been assigned an essay on this topic:

When communication problems occur, our relationships with others are in jeopardy.

You have been assigned the task of writing an introductory paragraph. Your fellow group members will do the rest.

Write an **introductory paragraph** that catches the attention of your readers and motivates them to continue reading the essay. You may include an interesting fact or a thought-provoking question.

Students should write an introductory paragraph that will get the reader's attention. They may include a thought-provoking question and an interesting fact. They should give a general idea of what is to follow in the body of the essay.

2. Do either Part A or Part B.

Part A

Create a written advertisement for the car or the vehicle of the future. Begin by identifying some of the key points you want to feature. In a creative way, emphasize the points you have identified that make your car special. Be sure to appeal to the **quality of life** of the prospective buyer.

The main grading criterion is new, creative ideas, not the artistic style of the vehicle of the future. Look for any mention of quality of life; answers should focus to some degree on this concept.

2. **Part B**

Consider the many ways you communicate with others, near and far.

Draw a concept map titled *How I Communicate*. Put yourself, or a symbol of yourself, in the centre. Draw main branches out from the centre to indicate main communications networks, and secondary branches if you wish to provide details.

If you are mailing your booklet colour each main branch differently. If you are faxing your assignment, shade areas differently, or indicate colours you would use. You may draw small symbols beside each branch.

Mark for ideas – not artistic merit. Students' concept maps should reveal an understanding of the complex systems of communication in which people are all involved. Assign some marks for the care students seem to have taken in doing their maps.

Section 3: Health and Wealth

Key Concepts

- self-care
- passive smoke
- bilharzia
- smallpox
- AIDS
- foreign debt

Students should recognize that self-care is essential for personal and societal reasons.

Students will study some of the concerns arising from the smoking issue.

Students will consider the idea that there are diseases of the rich and poor, and that medical advances can be helpful to both.

Students will recognize that the AIDS issue is not only a personal and societal concern but also a tremendous global problem.

Students will examine the foreign-debt question and its many consequences for all citizens of the world.

Teaching Suggestions

- Both the foreign-debt and AIDS topics lend themselves to further class discussion and debate.
- Students could do a collage showing a healthy lifestyle.

Section 3: Activity 1

1. Give at least two reasons why it is our responsibility to stay healthy.

It is one's responsibility to stay healthy for these reasons:

- *It makes life more enjoyable.*
- *It makes people more productive for the benefit of society.*
- *It will reduce the cost of health care for governments.*

2. Have you engaged in any wellness or self-care activities lately? If so, discuss them briefly.

Answers will be personal. These kinds of wellness activities might be mentioned:

- *eating healthy foods*
- *getting exercise*
- *getting adequate rest*
- *eliminating unhealthy habits*
- *taking safety precautions*

3. Refer to the preceding notes and select one of the ailments of rich and affluent societies other than colds and the flu. What factors present in our rich society might contribute to people getting this disease?

Students may choose any of the diseases of the affluent that were mentioned. For example, they may have selected heart disease. Contributing factors could be too much rich food, lack of exercise, build-up of fat tissue around the heart, smoking, and stress from hectic lifestyles.

4. a. From the article *Who Decides?* choose one of the medical situations described in the framed boxes. What decision would you make if confronted with those circumstances? Explain your reasons.

Each of the three situations describes delicate circumstances. Students should give their reasons for either preserving life by all means possible or following the practice of DNR (do not resuscitate) in very special circumstances. Have they explained the reasons for their decisions?

- b. How has the enjoyment or quality of life been altered for the patient involved in the medical dilemma in this example?

The serious physical ailments would restrict the enjoyment of life of the patient. However, it is difficult to judge what gives each person pleasure.

- c. How has the enjoyment or quality of life been altered for the immediate family members in this example?

The family members would devote much of their time to the physical needs of the patient and would all be hurt by the suffering. But, there would probably also be some moments of pleasure in being with that individual.

Section 3: Activity 2

1. Find one piece of evidence in the preceding article to indicate that passive smoking is unhealthy.

These facts point out the dangers of passive smoke:

- *In the United States, 46 000 non-smokers may die each year because of their contact with tobacco smoke.*
 - *Tobacco smoke may raise the risk of lung cancer in non-smokers by 34 percent.*
 - *Among 100 000 workers, 250 may die from lung cancer caused by passive smoking.*
2. Smokers and non-smokers must often share the same air. What are some possible solutions to sharing a home, work, or recreational environment where some individuals want to enjoy smoking and others want to enjoy smoke-free air?

Here are some ideas for sharing the air. Students may have thought of others.

- *A smoking area may be put in a comfortable but out-of-the-way spot.*
 - *Both groups should insist on a first-rate ventilation system for indoor locations.*
3. Do developed countries have a responsibility to provide some assistance to people of the Third World who may develop our addictive habits? Give reasons for your answer.

Students should be sure to provide good reasons for the positions they take. Here are some possibilities:

- Yes* – *Canadians have the resources to help them.*
- *The problem is transferred from this society so citizens should feel some responsibility.*
- No* – *The people in that part of the world have free choice to start the habit so they should look after their own problems.*

4. What is the cause of bilharzia?

Bilharzia occurs when people use contaminated water, allowing parasites to invade the body.

5. Is bilharzia an easy disease to control? Give reasons for your answer.

If community members support projects to improve the water supply and make it safe, cases of bilharzia should be greatly reduced.

6. Study the chain of connections in the steps to control bilharzia. Which link or factor would you say is the key to success? Support your answer.

All factors contribute in important ways. Perhaps the most essential one is the involvement and cooperation by community members. Have students supported their answers?

7. Consider this situation: A young child in a less-developed country has a disease that is serious but not fatal given modern medical techniques. What are his or her chances for recovery or survival compared to the ill people in the *Who Decides?* (Activity 1) story?

Even simple diseases can be serious or even fatal, with lack of health care.

8. Name some of the factors that contributed to the eventual control of smallpox. Answer in point form.

Here are the chief factors that contributed to the elimination of smallpox:

- *Medical knowledge had provided a vaccine.*
- *WHO coordinated medical efforts throughout the world.*
- *Huge financial contributions were provided.*

Section 3: Activity 3

1. The information you have just read gives you just a very brief overview of a complex topic – AIDS. If you had a guest speaker in your classroom giving a presentation on AIDS, what questions would you be interested in asking?

You might ask questions to clarify information. You might ask about key points that weren't covered. List three or four questions that you would like answered.

Students could ask a great variety of questions about AIDS. Here are three examples:

- *Which of the AIDS symptoms tends to be the most common?*
- *Approximately how many pregnant women have had babies with AIDS?*
- *What is the life expectancy of an AIDS patient?*

2. State two ways in which AIDS is an economic burden.

AIDS is an economic burden because

- *AIDS treatment is very expensive.*
- *AIDS usually affects the productive members of the labour force.*

3. Has AIDS affected you in any way? Could it affect you in the future? Explain.

Answers will be personal. Have students supported their answers? Answers could include the following:

- *AIDS could affect a person directly if one doesn't take proper precautions.*
- *AIDS could strike family members or people in one's community.*
- *AIDS could put heavy demands on the health care system if the number of AIDS patients increases tremendously.*

4. AIDS is a terrifying disease, and yet at times it brings out the best in people.

- a. AIDS alienates people. How does that happen?

People don't understand AIDS. They know there is no cure and they are unsure of how the disease is spread, so they may avoid AIDS patients.

- b. AIDS fosters cooperation among people. How does that happen?

Family members may offer support to the AIDS patient. Health-care workers and volunteers provide understanding. Researchers join forces in searching for a cure for AIDS.

5. If your immediate community had to deal with several new cases of AIDS, which key elements in your community would you expect to provide assistance?

Assistance to AIDS patients would be provided by the following:

- *health care workers*
- *counsellors and psychologists*
- *an extensive network of volunteers*

6. If you had a very serious illness (not necessarily AIDS), name two things that would give you comfort.

Students could mention a great variety of things that would provide comfort. Here are a few examples:

- *friends*
- *family members*
- *religious beliefs*
- *pets*
- *music*

Section 3: Activity 4

1. If farmers have many debts, how will that hamper their plans to expand their farming operations?

Farmers will be reluctant to expand their farming operations, thus adding to their financial problems if they already have a great number of debts.

2. a. If farmers are in a position where they are just able to pay the interest payment on loans, can they get out of their financial dilemma? Give reasons.

If farmers are just making interest payment on loans, it may be quite some time until they can start paying on the original debt. If they try to secure loans to start new projects, they risk adding more debt.

- b. If farmers (or Third World countries) are classified as poor financial risks and get a "No Credit" rating, what are the options for their future?

With no further credit allowed, farmers (or Third World countries) will likely remain trapped indefinitely in the struggle with debt. Perhaps they will go bankrupt.

Section 3: Activity 5

1. What is the combined total owed by Third World nations?

The total debt is estimated to reach \$1.5 trillion in 1991.

2. How is Canada threatened by Third World debt?

The stability of Canada is threatened. Canadian banks could go broke or they may have to increase their interest rates.

3. What could be the result if there were instability in the world banking community?

The worst depression in modern history could result.

4. Summarize the economic relationship between the developed nations and the Third World Nations.

Third World nations need loans from developed countries. Now the developed countries need the repayment of these loans. The stability of the developed countries is dependent on the Third World.

Section 3: Activity 6

1. The foreign debt situation has been depicted as interlocking pieces of a puzzle with all parts touching each other. Give one example of interdependence at work in the foreign debt network. That is, choose any two factors and show that what happens to one of them affects the other.

Interdependence and the foreign debt could be shown in a number of ways. Here are examples:

- *Foreign debt affects the standard of living of Third World citizens; therefore, they will buy fewer products from developed countries.*
- *Developed countries demand debt payment, so less money trickles back to Third World citizens.*
- *A bank in a developed country suffers financial set backs; therefore, developed countries put pressure on Third World governments already plagued by riots and protests.*

Were students able to think of other examples?

2. Pretend you are giving a short speech to a group of world bankers. Take one of the following positions on foreign debt and defend your choice in a few sentences. Write what you would actually say.

Position A: Foreign debts must be repaid in full.

Position B: Payments on foreign debts should be repaid with low interest over a long term so that banks can regain part of their money.

Position C: Foreign debts to Third World Countries should be cancelled.

I am supporting Position _____.

The following are possible responses for each position:

Position A: *The governments of the Third World countries have already used the money provided in loans. If the debt is not repaid, the Canadian economy will suffer a slowdown.*

Position B: *Part of the money is better than nothing. Restructuring the system of payments will preserve the trust and goodwill between people needing loans and those who can be persuaded to lend money.*

Position C: *Canadians have so many resources, and they have so little, that cancelling the debt is one way to reduce the extensive gap between the two positions.*

3. Let us calculate how much money is owed Canadian banks by the countries of Brazil and Mexico. Fill in the blanks:

Canadian Bank	Amount Owed by Brazil	Amount Owed by Mexico
Bank of Montreal	\$ 1 430 000 000	\$ 1 060 000 000
Royal Bank of Canada	1 070 000 000	1 320 000 000
Toronto-Dominion Bank	569 000 000	640 000 000
Bank of Nova Scotia	580 000 000	753 000 000
Canadian Imperial Bank of Commerce	_____	800 000 000
TOTALS	\$ 3 649 000 000	\$ 4 573 000 000

Section 3: Follow-up Activities

Extra Help

1. What responsibility do community members have to control bilharzia? Explain your reasoning.

To control bilharzia, community members must support the building and the maintenance of safe water supplies and proper sanitation facilities.

2. What does AIDS mean?

AIDS means acquired immune deficiency syndrome. The body's immune system is crippled so any invading infections can be fatal.

3. Explain what self-care means by giving a few examples of what you do in this area.

Self-care means keeping fit and taking responsibility for one's own health by doing things such as the following:

- *developing enjoyable leisure activities*
- *eating lots of vegetables, fruits, and nutritious foods*
- *exercising three times a week*

4. In terms of who gets the disease, compare the general pattern of AIDS infection in New Zealand to Uganda.

New Zealand: usually homosexuals and intravenous drug users, and their sex partners

Uganda: Heterosexual adults get AIDS; men and women are equally affected.

5. Smallpox has been successfully controlled because of international cooperation. Briefly explain what happened.

WHO received substantial funding to take the smallpox vaccination to Third World countries. The citizens of these countries supported the programme and participated in the project to eliminate the disease.

6. a. Why is the foreign debt like a big maze or puzzle?

Foreign debt is a complex problem with many possible answers, just as a puzzle has many similar pieces that may interlock. The maze offers many possible paths.

- b. What questions about foreign debt are not easily answered?

There are many questions about foreign debt that are not easily answered. Some are the following:

- *How can Third World countries get out of debt?*
- *Should the foreign debt be cancelled completely?*

Enrichment

1. Your notes for Activity 6 mention that if each person in the developed countries donated \$1000, the Third World debt could be eliminated. Think of your contribution in terms of what you could give up or do without to make up \$1000.

For example, suppose every time you have lunch with a friend at a restaurant the bill is \$20. Fifty restaurant lunches add up to \$1000.

List a few other ways in which you could raise \$1000.

Students can provide a great variety of examples. Here are three:

- *twelve new outfits = \$1000*
- *one hundred movies = \$1000*
- *another second-hand car for the family = \$1000*

Only one of 2. or 3. has to be done.

2. There are many newspaper or magazine articles on how AIDS affects people. Find an article about AIDS. Attach the article or a photocopy of the article to this page. Now answer these questions.

- a. Who are the people discussed in the article?
- b. Are the people in the article, be they patients, researchers, doctors, or others, responding positively or negatively to AIDS? Explain your answer. Use examples.
- c. How do you feel about the actions these people are taking about AIDS?

a. – c. Answers will vary greatly depending on the article selected, who is involved, the action taken, and one's own personal feelings about AIDS.

3. In the article entitled *Who Decides?*, you were given information about how modern medicine can keep people alive under many unusual circumstances. We now have some difficult decisions to make about the procedures doctors use in order to do this. Take a position either as a patient, a doctor, or a family member in a situation where an individual has been diagnosed as being hopelessly ill. In a few sentences, present your position.

Answers will vary greatly depending on the nature of the situation, the position adopted (as patient, doctor, or family member), and one's philosophy of life.

Section 3 Assignment

Do either Part A or Part B.

Part A

This letter is about foreign debt and its impact on the citizens of developing countries.

Dear Citizen of Canada,

I live in a little village in Mexico. We have a harsh life. Last year ten village children died because there were few medical supplies. I am the eldest child; my parents and I often go hungry so that the little ones will have a bit more food. Our people often talk about a new water pump for the village and maybe more vegetable seeds to plant in our gardens. Are these your dreams as well?

Our government leaders in the capital tell us we must wait a while longer. Our country borrowed money from a big bank in Canada and we must honour that debt first. Does your village have to pay your banks before you can live in comfort?

The adults of our village have a meeting in a few days when our government representative arrives. My father says we must tell him we wish to repay the money we owe, but it is difficult to do that with hunger, poor water, and too much sickness. Will your banks understand these problems?

Sincerely,
Juan

Write a reply to Juan's letter. Do you understand his problems? How can village life be improved with debts to pay? What are some possible solutions for them? What course of action can be taken by banks and industrial countries and their citizens? Remember, whatever happens may affect your money.

Students should write letters to Juan, responding to some of the critical questions asked at the end of the letter that they were to consider. Students should indicate in their replies (either directly or indirectly) that they understand that there will be certain financial consequences for them as well.

Part B

Global cooperation can bring diseases under control. Some years ago, a polio epidemic caused much fear, suffering, and death. Using an encyclopedia and other references, find out more about polio. Write a short report explaining the cooperative efforts that were required to bring it under control. You might interview someone of your parents' or grandparents' age to get a personal angle in your report. Can your interviewee remember the polio scare? Think of a title that will attract interest.

Students should present a brief history of polio – the main events that took place during the epidemic and the eventual control of the disease. Students have been asked to give some attention to the cooperative efforts that were involved. If they interviewed someone who remembers that time, they might include some personal data about the epidemic. Students should have created an interesting title.

Section 4: Environment/Earth/Existence

Key Concepts

- environmental deterioration
- ecological balance
- ozone layer
- greenhouse effect
- ecological management
- deforestation
- desertification
- resource depletion
- resource renewal

Students should be able to identify growing problems with environmental refugees.

Students should recognize that atmospheric damage will lead to long-term problems.

Students will consider the damage deforestation will cause to several parts of the environment.

Students will explore various ecological management techniques to review resources.

Teaching Suggestions

- Discuss any recent newspaper headlines that deal with environmental problems.
- Encourage students to watch the news. Have them track the number of environmental issues that are mentioned in the news during a week.

Section 4: Activity 1

1. a. Think of a story you have recently heard on the radio, seen on television, or read about in the newspaper that illustrates environmental deterioration. It may be a local story, national story, or an international one. Briefly describe the event or situation.

Students may select a story about air, land, or water pollution, or any example that illustrates how the environment has been abused.

- b. How has the situation affected people's lives in a negative way?

Negative effects could involve a threat to survival needs, people's health, or people's general enjoyment of life.

2. Examine your own habits. Think of one specific thing you have done that is wasteful. What negative effect might it have on your environment? (For example, you may remember throwing away something that was partly used or washing your car when water was in short supply. How would these affect the environment?)

Students could use a number of examples that are linked to their habits. For example, they may store their garbage in a careless way which may result in its being scattered.

3. Turn back to the collection of headlines about environmental deterioration given in this activity. Choose one of the headlines and suggest ways in which the problem described might be corrected. Be sure to identify your headline clearly.

Each of the headlines presents a unique problem. Probably some government regulations and controls would give some direction. Of course, these measures would have to have the support of the citizens. Students might wish to share some of their ideas with their government representative, local newspaper, or community.

4. What does Chief Seattle's message mean to you?

Students may present their own interpretation. Generally, Chief Seattle meant that human beings are not the centre of the earth, and therefore people do not have licence to use the earth's resources for their own needs with no regard for other forms of life.

5. What would you say to Julie to encourage her to keep up her spirits?

Answers here will, of course, be entirely personal. Students might admire Julie's courage and her determination.

6. Has Julie's story made an impact on you? Explain your answer.

Answers will depend on one's own outlook on life.

7. Julie's situation is relatively uncommon at present. In a few sentences tell what the world would be like if 15 percent of the population became like Julie.

The health care system would be burdened with that number of people having special needs. Governments would have to pass and enforce much stricter regulations to reduce the level of pollution in the world.

Section 4: Activity 2

1. Why is the ozone layer necessary?

The ozone layer protects life on earth from the sun's ultraviolet rays.

2. a. What are CFCs?

CFCs are chlorofluorocarbons, chemical compounds composed of chlorine, fluorine, and carbon. They are used as aerosol propellants, refrigerants, solvents, and in making plastics.

- b. What is the most damaging part of the CFC?

The chlorine atom is the most damaging part. It joins with the ozone molecules and destroys the ozone layer.

3. Look at the diagram showing what products use CFCs.

- a. Which ones do you use? (Use a check mark.)

Students would likely use these items with CFCs most frequently: refrigerators, aerosol hair spray, aerosol deodorant, air conditioners, rigid foam cartons, and flexible foam in cars and furniture.

- b. Which are most essential to you? (Circle them.)

This answer will be personal.

- c. Give a recommendation for reducing the CFCs you use.

These recommendations are possible:

- *Use cardboard or a different substance for cartons.*
- *Use different substances to replace flexible foam.*
- *Use deodorants, perfumes, and so on that don't require aerosol containers (eg., stick deodorants).*
- *Use new aerosol sprays that don't contain CFCs.*
- *Use more fabrics that can be machine-washed instead of dry-cleaned.*

Can students think of other recommendations?

4. Use the space provided to sketch a rough draft of a poster urging people everywhere to join the fight to save the ozone layer. You may use a catchy phrase like *Save the Air*. You will have the option of using your work later in an assignment.

Ideas for a poster will vary greatly. Is the poster creative? Will it catch people's attention?

5. Oil, gas, and coal are used to heat our homes and operate our vehicles. Give a possible recommendation for reducing our carbon dioxide output.

Here are two possible recommendations:

- *Use measures to reduce home heating costs like better insulation.*
- *If one has the opportunity to use public transportation, do so to reduce the number of vehicles in use.*

No doubt students have thought of other ideas.

6. Think of two things you would do differently if the climate in Alberta changed in these ways:

a. It became warmer, more tropical.

Here are some possible answers:

- *Wear different types of clothing.*
- *Eat different fruits and vegetables.*
- *Change leisure interests.*
- *Change the heating and cooling systems in the house.*

No doubt students can think of other answers.

b. It became more like a desert.

One would make changes in the same areas that are mentioned in 6. a. but to accommodate a desert rather than a tropical region.

7. Which of the preceding situations would do more to alter your quality of life? Explain how the quality of your life would be affected.

People often have a more pleasant picture of a tropical area, so students may have made that choice. Students might think desert life would be an interesting challenge. They may argue that the current variety of seasons gives one a better quality of life because of the wide range of choices it permits. Have students explained how the quality of life would be affected?

8. The greenhouse effect could bring about changes leading to shifts in the population throughout the world. There may be more environmental refugees. Suppose people left their own damaged areas to move to Alberta.

a. List two positive effects this could have on your lifestyle.

Here are some examples of positive effects:

- *Many argue that a larger population boosts the economy.*
- *There would be more potential friends and neighbours nearby.*
- *Canada's cultural mosaic would be enriched.*

b. List two negative effects this could have on your lifestyle.

Here are some examples of negative effects:

- *Overcrowding may occur.*
- *The newcomers may cause initial shortages in essential areas like housing.*
- *Until the newcomers became settled into the community, there might be a lot of restlessness, disruptions, and perhaps even lawlessness.*

- c. You may become an environmental refugee yourself. How would you react to that situation?

One would likely experience these feelings:

- *fear, about where to go and how to survive*
- *a deep sense of loss, in leaving one's familiar territory*
- *anger, that one had to endure upheaval and uncertainty*

9. You have just read some suggestions of ways to reduce carbon dioxide output. Some suggestions relate to the area of transportation.

- a. Which of these solutions do you think is most reasonable?

Answers will be personal. Students may prefer the idea of an electric or solar-powered car so that they are not restricted in using their vehicles.

- b. Do you have an alternate solution to the ones presented? Explain your idea.

Answers will be personal. Perhaps more people could be encouraged to ride bicycles for short distances when weather permits. More people could benefit health-wise from the exercise by riding bicycles.

Section 4: Activity 3

1. Add to this list. What are some of your personal uses of wood products?

The list of wood products will vary greatly. Here are some everyday uses:

- *pencils*
- *furniture*
- *books*
- *cardboard*
- *paper bags*
- *newspapers*

2. Why are the tropical forests being cleared?

Some of these reasons may be given:

- *More living space is required.*
- *Land for crops is needed.*
- *The cleared trees may supply fuel.*
- *Forestry products bring cash into the countries in question.*

3. Assume that you are the Minister of Forestry in a tropical region. You want to develop a policy to properly manage the tropical rain forests and, wherever possible, to save them. What opposition would you face?

- *One would face opposition from the poor people in that area until one could establish programmes to care for their basic needs in other ways.*
- *One would face opposition from the rich developers who want to clear forests so they can make money.*

4. In Third World areas, the people may not listen to the advice of environmental experts from outside their country. The people may believe that conserving essential resources is not a workable plan. Explain why people would have these reactions.

The people in some Third World areas have had little contact with outsiders. They may be suspicious of the motives of the foreigners. They may wonder if people from a different country have the experience to solve their local problems. As a first priority, people in Third World countries must satisfy their basic needs. They may feel they do not have the option of conserving resources when their own needs are so great.

5. a. What approach to the rain forest problem would accomplish both these objectives? Explain your ideas fully.

- provide benefits from clearing the forests
- protect tropical areas from deforestation

The programme should use local people to provide advice whenever possible, backed by outside experts when required. An overall plan for the forested areas might include the following:

- *Certain sections could be designated for clearing.*
- *Other areas would be protected for the time being and trees would not be cut.*
- *Projects to replant and renew previously cleared areas could be implemented.*

Both the first and third aspects of such a programme would employ people.

- b. How would quality of life for the people of the country involved be improved with your programme?

Provisions to meet quality-of-life goals would be in place. Basic and secondary needs of the people would be met through employment. Because the forests would not be destroyed, the special needs the trees provide for all life on earth would be guaranteed, which would enhance life further.

Section 4: Activity 4

1. List all the factors mentioned in the preceding article that start the process of desertification.

These factors contribute to desertification:

- *There is a shortage of normal rainfall for a few years.*
- *Animals devour vegetation.*
- *Trees are cut down.*
- *Dust storms carry away the soil.*

2. a. From your general knowledge of desert soils, do you think the building of the hollows would be difficult? Explain your reasons.

Sandy soil should be fairly easy to move. However, the hollow shape might tend to shift around until the date-palm trees were established.

- b. Mention two features of the pancakes that would foster plant life.

The hollow part of each pancake would provide protection from the wind. Each pancake would have its own direct underground water supply. Can students think of other features?

- c. What possible problems might people encounter in developing the hollows?

Problems with the hollows may include these:

- *The water supply in some areas might be hard to reach.*
- *The hollow shape might not be maintained during some desert sand storms.*

3. How did the African peasants know the best way to use the land? (Ask yourself how your grandparents knew how to garden.)

Originally, the peasants would have experimented with what worked and what didn't in a trial-and-error fashion. As people collected knowledge about what was workable from direct experience, they would pass on the information from generation to generation.

4. We assume that as we go forward in time, we automatically reach an improved quality of life. Can you challenge that idea? Explain.

The African peasants certainly led a difficult nomadic life, but their cultivating practices got results and provided the basic needs. They worked in harmony with their environment. Today in many parts of Africa, people are starving in refugee camps or are wandering from place to place as environmental refugees.

5. Suggest ways in which Third World countries could overcome the problem of distributing newly improved seeds for crops to local farmers. (Review Section 2: *Transportation and Communication*.)

In many areas of the Third World modern communication networks are being established through telephones and two-way radios. The information about the availability of new crops could be given to plant specialists in a region, who, in turn, could pass it on to local farmers. Radio broadcasts could convey the information as well, because many people purchase radios at their first opportunity.

6. Third World farmers rely heavily on their crops to nourish their families and to provide cash so that they can buy other necessities. How will new crops have an impact on their quality of life?

New crops will increase their wealth. With extra income, they will be able to acquire basic needs more easily, as well as look for new opportunities. New crops should also be more resistant to disease and produce higher yields. This would increase food supplies and the amount of product available for export.

Section 4: Follow-up Activities

Extra Help

1. a. Name two things that may happen to us and our environment because of the thinning of the ozone layer.

The thinning of the ozone may result in these consequences:

- *more skin cancer and eye cataracts*
- *damage to the immune system*
- *damage to food crops and sea products*
- *more maintenance costs*

- b. What is the most serious condition arising from a damaged ozone layer? Explain your answer.

Students may choose any item from the list as being most damaging, if they give good reasons.

2. Are the greenhouse effect and the conditions arising from deforestation linked in any way? Explain.

The link between the greenhouse effect and deforestation occurs when the forests are excessively cleared. This will cause a build up of CO₂ and a decrease in oxygen, which results in the greenhouse effect.

3. Is Julie a kind of environmental refugee? Tell why or why not.

Yes, Julie is an environmental refugee because she must flee from a regular environment to live in a protective, sterile setting.

4. Give two reasons for valuing our forests. Include a medical reason.

Here are some possible reasons for valuing our forests (be sure students include a medical reason):

- *They provide an environment for many species of plants and animals.*
- *They provide oxygen.*
- *They protect fragile soils.*
- *They provide a variety of foods.*
- *They provide medicine for cancer, measles, the heart, the stomach, and the skin, to name a few.*

5. Current environmental concerns are not simply the problem of a specific area. Explain.

Changes to one part of the earth will spread to affect other areas because the environment operates as a whole, interconnected unit.

Enrichment

Part A

1. This section has discussed environmental problems that affect a number of countries. What evidence is presented in the video to indicate that acid rain is an international danger?

The following evidence that acid rain is an international concern was presented:

- *There was discussion of a Mexican-American agreement to control acid rain. There was damage to lakes, vegetation, and buildings in Canada and the U.S.*
- *There were deaths in England.*
- *There was destruction of forests in Germany.*

2. Why is acid rain a major concern? What sort of damages does it cause?

Some concerns that are mentioned are the death of lakes and streams; damage to buildings, monuments, and bridges; health dangers; damage to forests and agriculture (especially maple sugar production). There are natural and financial losses and costs.

3. Before problems can be solved, their sources must be identified.

a. Does most of the acid rain falling in Canada originate here? Explain.

About half the acid rain comes from the U.S.

b. Does some of our acid rain fall outside of Canada? If so, where?

Yes, much of Canada's acid rain goes to the U.S.

c. What is the major source of acid rain in Canada and the U.S.?

Industrial smokestacks are the major source of acid rain. The largest cause in the U.S. is coal-powered electrical generation in the Midwest.

4. According to the program, which is less expensive, preventing acid rain or repairing the damages from it? Explain.

It seems to be much cheaper to prevent acid rain rather than clean it. The estimated 1988 costs were about \$20 per person in Canada and \$6 to \$30 in the U.S.

5. Do we have enough knowledge to clean up sources of acid rain or is more research needed? Explain your conclusion.

Enough is known. Considerable achievements have already been made. Emissions from automobiles and from some industrial plants have been greatly reduced. For example, INCO, which was once the major acid rain producer in North America, has improved emission standards greatly and will reduce pollution further in the future.

Part B

You Would Never Believe the Changes

In two paragraphs, write a brief sketch of what your life might be like twenty years from now. Use your imagination – but try to be realistic, too.

In the first paragraph focus on the environment itself. Have we damaged it further or restored it to a healthy state? Give a couple of examples to show what has happened.

In the second paragraph, tell what impact these changes have had on your life. You might mention what your philosophy of life has become.

(Note: This exercise might be a useful preparation for one of the assignment options for Section 4.)

In Paragraph 1 the student may either describe an environment that is healthier than the present one or an environment that has suffered further damage.

The ideas of the second paragraph, telling about the changes in the student's life, will depend entirely on which approach was taken in the first paragraph. The student's philosophy of life will be reflected in all the ideas presented in the sketch.

Section 4 Assignment

1. Take a story about the environment that you have heard on the radio or TV news or that you have found in the newspaper. Such stories are very common. Enclose a copy of the story if possible. Attach it firmly to the appropriate space (Section 4 Assignment Response Page). If you can't enclose a copy, write a short summary of the story, giving the main details.

If a news article is not enclosed, the student should have adequately summarized the story. The story may be positive or negative, but it must discuss an environmental issue.

2. You should recall from your section notes the quote made by the native leader, Chief Seattle:

The earth does not belong to man, man belongs to the earth . . . man did not weave the web of life; he is merely a strand in it.

Would Chief Seattle approve of the action your story describes? Give examples from the story to support your answer.

Students should compare the philosophy of Chief Seattle's message with what has happened to the environment, giving details from the news story to support their positions.

3. a. Does anyone or any group involved in the story deserve praise? Explain your reasons.

Students should clearly state who is positively involved and give reasons for their conclusions.

- b. Does anyone or any group deserve criticism? Explain.

Students should clearly state who is negatively involved and give reasons for their conclusions.

4. If you were in charge of the situation, or if you were a member of government, what would you do? Explain why you would take such action.

Students should respond to the question from the perspective of someone who is in charge and who has authority to take action. The answers should indicate that the students have given some thought to a reasonable and responsible plan of action.

5. In the previous question you described what you would do if you were in charge or had authority to make changes. But as an ordinary citizen, you can be involved right now in a number of ways. What action can you take as a private citizen that would contribute to improving the situations that you described in your news story?

Students should switch perspectives and mention things that are in their power to do now. They may mention writing letters to the paper, government officials, or company officials. They may suggest signing petitions, organizing or attending public meetings, calling radio talk shows, and so on.

6. Does the story present events which affect your quality of life either directly or indirectly? Explain.

Students might begin by describing their own perspective on quality of life. They will then relate those ideas to some of the main events in the story. They may comment on whether they believe the relationship is direct or indirect.

7. Do either Part A or Part B.

Part A

Create a sketch, picture, or symbol to accompany your news story. (Remember, your teacher is interested in your ideas not your artistic talents.) You may use ideas from your *Save the Air* poster if that is appropriate.

Part B

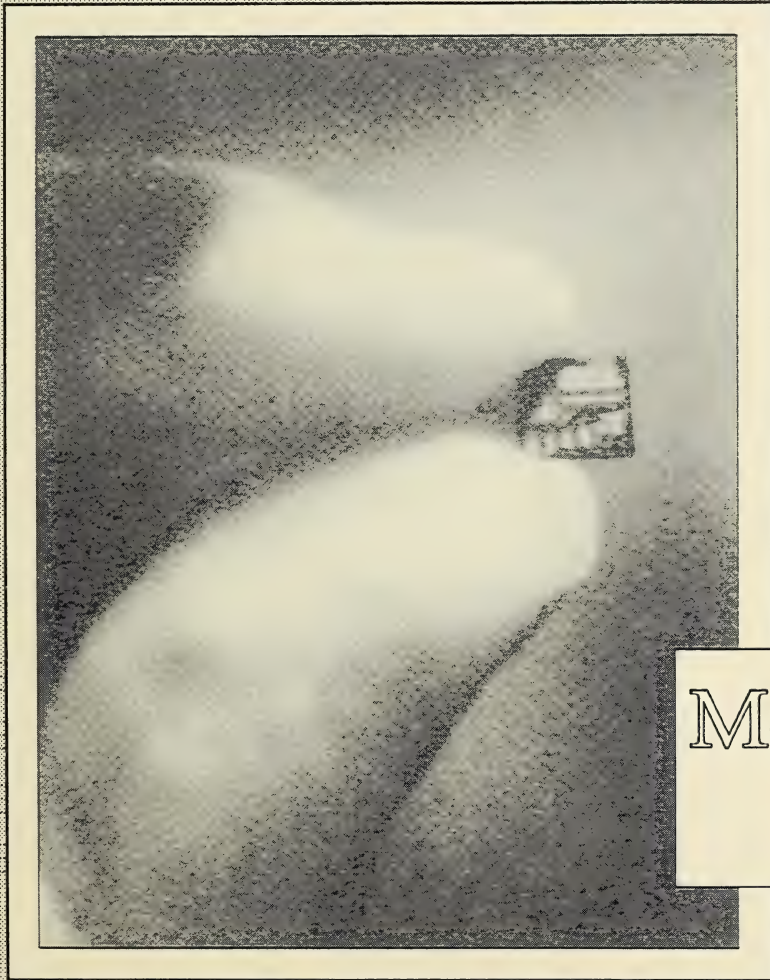
Create an environmental symbol that encourages people to improve a specific area of the environment.

If you are mailing your assignment, colour your work. If you are faxing your assignment, indicate the colours you would use for your picture or symbol.

The main emphasis for the visual part of the assignment is thoughtful, creative ideas, not artistic talent.

Social Studies 23

Economic Choices



Learning
Facilitator's
Manual

Module
7



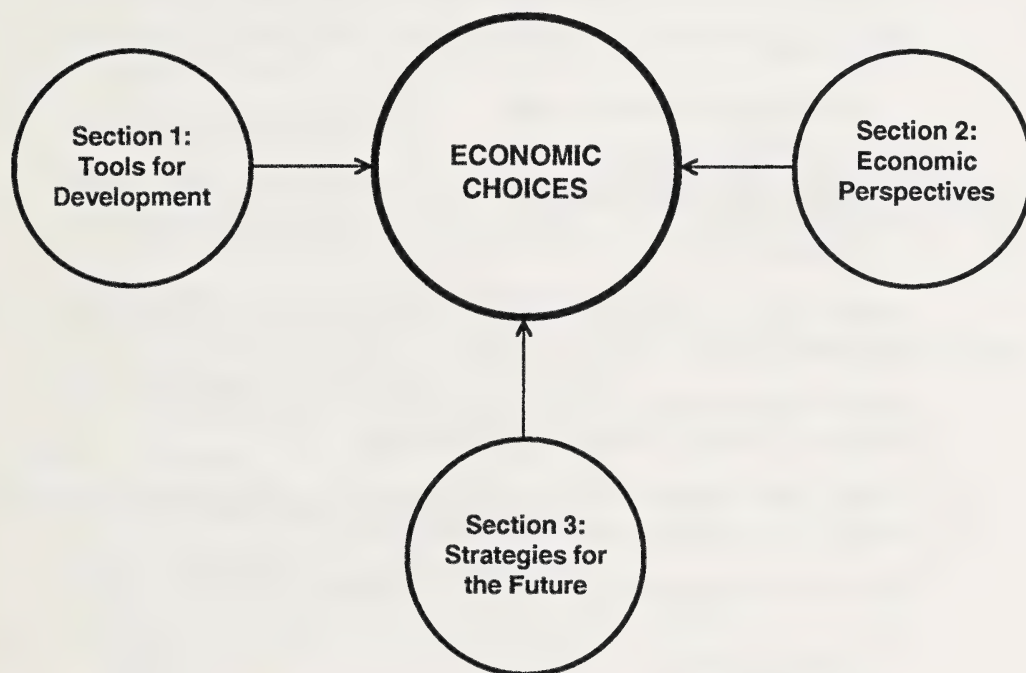
Distance
Learning

Alberta
EDUCATION

Cover Photo: 

Module 7: Economic Choices – Overview

The focus of this module will be on the role of economic choices in determining people's quality of life. Given certain resources, the strategies devised to develop them will go a long way in deciding the quality of life in any given region.



Evaluation

The evaluation of this module will be based on four assignments:

Section 1 Assignment	20%
Section 2 Assignment	20%
Section 3 Assignment	10%
Final Module Assignment	<u>50%</u>
TOTAL	100%

Please Note:

There is an alternative activity based on a video program that you may wish your students to do. It is in Enrichment of Section 1. If you plan to use it you may want to order Show 4: *Striking a Balance* of the *Paths of Development* series, at this time.

Section 1: Tools for Development

Key Concepts

- resources – land, labour, capital
- development
- distribution of resources
- multinational corporations
- consumption
- production

Understanding the concepts related to development is very crucial in learning about the tools of development.

Available resources (labour, land, and capital) and their use determines the choices of development, and, as a result, quality of life is affected.

The distribution of resources is not even. Development has to take place according to what is available. How resources are used affects quality of life.

Students should recognize that people are the most important resource of a country.

Teaching Suggestions

The following activities may help to enhance the concepts discussed in this section:

- Start with a discussion of Canada's economy. Keep it simple for the students.
- Have the students comment on the importance of money.
- Students should list some methods of making money.
- Try a discussion question such as, "Why can't money buy happiness?"
- Some students might want to follow the performance of the stock market in the newspaper.
- Discuss this topic with the group: *Why are some people poor and some people rich?*

Section 1: Activity 1

Answers in this activity will be personal but may include items such as the following:

1. List the food items included in one of your average dinners.

hamburger, green salad, bread, apple pie, juice, coffee, fresh fruit

2. What was the approximate cost of that meal?

The meal might have cost between three and five dollars.

3. How was the money to buy it earned?

Did students work for the money or did their parents earn the money?

4. Why did you choose that particular type of food?

Did students choose the food because it's nutritious? Because they like it? Because it was what was put in front of them?

5. Where did the food come from?

Most items likely came from the local grocery store. The juice probably came from Ontario or B.C., the pie from the local bakery, and the fresh fruit from California or Florida. Students may have grown some of the fruits and vegetables in their own gardens.

6. Who was affected by the choices you made in eating that meal?

The rancher, the farmer, the baker, the fruit grower, the grocer, grocery-store staff, the shipper, and warehouse people were all affected – to name a few.

Section 1: Activity 2

1. What were the three kinds of resources discussed?

The three resources discussed were the following:

- *land*
- *labour*
- *capital*

2. Put the resources listed here into the proper column according to whether they are land, labour, or capital.

- | | | | |
|------------|-------------|------------|------------|
| • computer | • waiter | • money | • iron ore |
| • farmer | • car | • mechanic | • factory |
| • forest | • petroleum | • animals | • engineer |

Land	Labour	Capital
<i>iron ore</i> <i>petroleum</i> <i>animals</i> <i>forest</i>	<i>mechanic</i> <i>waiter</i> <i>farmer</i> <i>engineer</i>	<i>computer</i> <i>factory</i> <i>house</i> <i>money</i>

Section 1: Activity 3

1. State where most of the population of the world is concentrated. Look at Map 1.

Asia and Europe contain most of the world's population.

2. Which hemisphere has most of the land? You remember that land includes many things. Review Activity 2 of this section to refresh your memory.

The northern hemisphere has most of the land.

3. Look at Map 3 and state the areas where the most capital is found.

Most capital is found in North America, Europe, Australia, and Japan.

Section 1: Activity 4

For Questions 1., 2., and 3. any of the following answers or other similar ones are possible.

1. Make a list of what you and your family produce. Remember that you may produce goods and/or services. List at least five items.

wheat, dairy products, manufactured goods, plumbing services, electrical services, secretarial services, and so on

2. Make a list of the goods and services that you have used so far today.

food, clothing, construction materials, car, school, restaurants, office, and so on

3. Explain how the goods and/or services that you produce and consume improve the quality of your life.

The foods you eat satisfy hunger. The skills one has or is learning provide one with self-satisfaction and an income. The list, of course, goes on and on.

4. What is Japan's most important resource?

Japan's most important resource is people – i.e., labour.

5. What is trade?

Trade is the exchange of goods and services.

6. Define these terms:

- **import:** *acquiring goods from another region or country; goods acquired from another country*
- **export:** *selling goods to another region or country for the purpose of trade; goods sold to another country*

7. Should a country limit foreign investment? List some advantages and disadvantages of foreign investment.

Here are a few ideas:

Advantages	Disadvantages
<ul style="list-style-type: none"> • <i>development of resources</i> • <i>increase in employment</i> • <i>standard of living improves</i> 	<ul style="list-style-type: none"> • <i>loss of identity</i> • <i>loss of economic control</i> • <i>loss of political independence</i>

8. Who uses most of the resources of the world?

The developed world uses most of the world's resources.

9. What factors must be considered before developing available resources?

Factors that must be considered include the following:

- *protection of the environment*
- *protection of people*

10. When is development effective?

It is effective when it improves quality of life.

11. Indicate if the following statements are true or false by putting a T (true) or F (false) in each blank.

- F a. Most profits of multinational corporations remain in the branch-office country.
- T b. Nine of the twenty corporations in the chart are Japanese.
- T c. Multinational corporations are concentrated in a very few countries.
- F d. Exxon is a Canadian multinational corporation.
- T e. Multinationals have the money necessary to bring about economic development.

Section 1: Follow-up Activities

Extra Help

1. The world has many resources. First, make a list of fourteen specific resources.



There are many possible answers. The ones given may be used as a guide.

- | | |
|------------------|----------------------------|
| • <u>people</u> | • <u>iron ore</u> |
| • <u>money</u> | • <u>computers</u> |
| • <u>skills</u> | • <u>air</u> |
| • <u>soil</u> | • <u>fish</u> |
| • <u>forests</u> | • <u>birds</u> |
| • <u>oil</u> | • <u>factories</u> |
| • <u>coal</u> | • <u>education systems</u> |

2. Now that you have listed them, classify the resources under the headings of land, labour, and capital.

These answers may be used as a guide. Student answers may vary.

Land	Labour	Capital
<i>soil forests oil coal iron ore air fish birds</i>	<i>people skills education systems</i>	<i>money computer factories</i>

Enrichment

Part A

This program looks at the choices that must be made by three countries that are at various stages of development. As you watch it, think of the decisions that are identified and the variety of policies that may result from them. Does it seem that some countries' problems are simpler than others? What policies would you suggest if you were a government planner for one of the countries?

That will be your task. Imagine that you are an expert who is being asked to make some of the hard choices described for one of the countries. You will present your advice in the form of a report. In it you should describe the problems, define the choices, state the choice you would recommend for each problem, and justify each choice. You may wish to give some explanation to show how the bad effects of your policies can be reduced.

Students should recognize some of these points and should identify problems and choices clearly. Solutions may not be provided as the problems are difficult. The report should contain several of the points mentioned in the following material:

The level of development differs greatly among the three countries and so do the problems. Niger is very poor and is struggling to get enough food to feed a growing population. Peru has a small wealthy class and a large number of poor people. There is a need for jobs but industrial development didn't help very much. The policy of import replacement seemed to lead to more imports. The pricing of food is a problem and the consumer goods manufactured in Peru are too expensive for most of the people to buy. Malaysia is developing rapidly and even believes that a larger population is desirable. However, they are not free of problems.

Students' advice will take these situations into account.

Part B

1. Make a list of nine or ten resources that you probably have at your disposal.

Answers will be personal. Here is a possible list:

- *forests*
- *water*
- *minerals*
- *ploughs*
- *hammers*
- *bulldozers*
- *people*
- *animals*
- *skills*

2. Now classify the resources in the chart that follows.

These answers may be used as a guide. Student answers may vary.

Land	Labour	Capital
<i>forest</i>	<i>people</i>	<i>hammers</i>
<i>minerals</i>	<i>animals</i>	<i>ploughs</i>
<i>water</i>	<i>skills</i>	<i>bulldozers</i>

3. In a short paragraph, indicate a few changes that would have to be made if these resources were to be developed.

Forests would likely be cleared for fuel and to open up land for farming. Mines would be developed. More tools would be manufactured, and more animals brought into service. People might start specializing in labour, trading their skills or goods for the skills and goods of others. This list, of course, could go on and on.

4. If you think that the people of the island have achieved a better quality of life, defend your position by describing in a short paragraph how this is true. If you think the opposite is the case, write a defence of that position.

If students feel that quality of life has improved, they should point out the increased satisfaction of wants and growing material wealth.

If students feel that quality of life has deteriorated, they should point out such things as pollution, scarring of the landscape, overcrowding, loss of independence, and so on.

Section 1: Assignment

The available resources determine the choices that are made to develop them. Look at the resources you have, and why you make certain choices to improve the quality of your life.

In a short essay, list the resources available to you, personally, at this point in your life. These can include physical abilities, skills, and talents, as well as external resources such as a supportive family or good schools. Then consider which of these resources will probably be of greatest use to you as you pursue your goals and objectives in life. Which will you develop? Why? How will these choices improve the quality of your life?

Your essay should be about a page in length.

Students are directed to make a list of personal resources at their disposal. The list might include such things as these:

- youth
- energy
- good health
- education
- family
- family income
- personal income
- available part-time jobs
- post-secondary educational institutions

In their discussions of how they intend to use the resources they have listed, students should define development (Section 1: Activity 1). They should be able to indicate personal objectives that would assure a good quality of life. Students should explain how they will reach their personal objectives by taking advantage of their personal resources.

The choices taken should be directly related to available personal resources. The choices made to reach the objectives might include things as educational goals, such as becoming a mechanic, a technician, or a secretary.

The choices may be to acquire skills (e.g., mechanics, cabinet makers, welders, or salespersons).

Students may indicate farming as a choice because their families have farms, and one day they can take them over.

Having a family and children may be another choice.

Students should show that quality of life is affected by available resources and choices made. They should also indicate what a good quality of life means to them.

Section 2: Economic Perspectives

Key Concepts

- subsistence level of development
- transitional level of development
- commercial level of development

This section examines the three major levels of economic development – subsistence, transitional, and commercial. Students should understand the characteristics of each, and realize that these levels of development affect quality of life.

Teaching Suggestions

- Students could discuss the levels of development of their geographic area.
 - Are most people in the community involved in agriculture or industry?
 - Discuss the significance of the level of development with the students.
- Have students collect pictures of different levels of development.
 - Where were the pictures taken?
 - What do the pictures tell the students about the quality of life?

Section 2: Activity 1

1. Identify by continent the location of the poor regions of the world.

Poor regions of the world are located in the following areas:

- Asia
- Africa
- South America

2. The main occupation of people in poor countries is farming.

3. Who is responsible for growing food in poor countries?

Women are generally responsible for growing food.

4. What is a staple crop?

A staple crop is the major crop grown in an area. It is what supports the people.

5. Indicate two uses of animals in less-developed countries.

Two uses of animals include the following:

- *transportation*
- *food (meat, milk)*

6. Identify several factors, other than food, that affect quality of life.

Three factors that affect quality of life are housing, clothing, and sanitation. No doubt students can think of others.

7. Although it is easy to see many negatives as you examine the preceding photographs, identify what may be advantages to life in less-developed countries. Perhaps this would become easier if you consider for a moment the things that you may not enjoy in your own lifestyle.

The people in the photographs are no doubt free of many of the problems that confront persons in complex, fast-paced societies. The pace of their lives is slower, and they are less threatened by change. There is probably less crime, overcrowding, and pollution in their lives. The people can rely on family and friends. They are less likely to become rootless and lonely.

8. Locate Sudan on the map of Africa by shading its shape with pencil.



9. Fill in the blanks in the following statements:

- a. The area of Sudan is 2.7 million square kilometres.
- b. The population of Sudan is 21.8 million people.
- c. The average life expectancy is forty-seven years.
- d. The Nile River links the various regions of the country.
- e. Most of the labour force (78 percent) is involved in agriculture.

Section 2: Activity 2

1. Assume that you have an income of \$50 every two weeks from your part-time job. Read the statements given here and indicate the things you can afford to buy or the activities in which you can afford to be involved. Try to remember what your income is. Put check (✓) marks in the appropriate blanks:

- ☒ a. I can buy gum every day.
- ☐ b. I can go dancing and eating out three times a week.
- ☐ c. I can buy a car and pay for my own insurance and my own gas.
- ☐ d. I can buy all the clothing I want.
- ☐ e. I can pay room and board and have money to spare.
- ☒ f. I can go to the movies once a month.
- ☒ g. I have enough money to buy a twelve-speed bike.
- ☒ h. I can buy a pop for a friend.

2. How many of these statements did you check? _____

Students probably checked three or four statements.

3. Indicate whether the following statements are true or false by putting a T or F in each blank.

- F a. A transitional level of development is characterized by a very slow process of change.
- F b. Developing countries are found only on the African continent.
- T c. The standard of living in developing countries is improving.
- F d. Levels of income are very low in developing countries.
- T e. A country in transitional level development may be compared to an adolescent.

4. Fill in the blanks:

- a. Egypt is located on the continent of Africa
- b. Most of the people still work in the field of agriculture
- c. Egypt has a population density of 48.5 per square kilometre

5. Why would many people in Egypt work in service industries?

Tourism is one of the most important industries in Egypt.

6. Present three facts that explain why quality of life in Egypt has the potential for improvement.

There is potential for improvement due to the following:

- *Egypt has substantial resources.*
- *Egypt has a good tourist industry.*
- *Egypt has a high literacy rate.*

Section 2: Activity 3

1. As a citizen of a developed country, name five things that are necessary to give you a good standard of living. The first has been provided to get you started.

These answers are examples only. Students' ideas may vary.

- *car*
- *education*
- *health care*
- *telephone*
- *good food*

2. Name three similarities among countries at the commercial level of development.

Similarities among commercially-developed countries include the following:

- *They are located in the northern hemisphere.*
- *They have continuous economic growth.*
- *They have mixed economies.*

3. Examine some of the items that you have or use. List several that have been made in Japan.

Here are a few examples:

- *running shoes*
- *car*
- *toys*
- *radio*
- *camera*
- *clothes*
- *VCR*
- *walkman*
- *motorcycle*
- *TV*
- *computer games*
- *foods*

4. Indicate in the blanks whether the following statements are true or false by putting a T or F in each blank.

 T a. Japan is an island country.

 F b. The most important local resource in Japan is minerals.

 F c. The population of Japan is 25 million.

 T d. Japan is an industrialized country.

 T e. The emperor is the head of state.

5. What has Japan gained from industrialization?

Japan has acquired a high standard of living.

6. Identify three problems that have occurred in Japan because of industrialization.

Here are three examples of problems because of industrialization:

- *overcrowding*
- *pollution*
- *stress*

Section 2: Activity 4

1. a. How would you describe the plow in the preceding picture (Photo 1.)?

The plough can be described as simple or primitive.

- b. How would you classify this level of economic activity?

It is subsistence farming.

2. a. There are many differences between the two preceding pictures (Photo 1. and Photo 2.). Identify two differences.

Here are some possible differences:

- *Mechanization has been introduced.*
- *There are many people working.*

- b. Identify one similarity between the two pictures.

Here are some possible similarities:

- *Much work is still done by hand.*
- *Equipment is still relatively primitive.*

3. a. What is similar between Photo 3. and Photo 1.?

There is only one person working.

- b. What is different?

Modern equipment is used.

4. Everything that you do has some advantages and some disadvantages. You may have a part-time job, but along with the benefits it brings, there are some disadvantages.

List three disadvantages of having a part-time job.

Here are some possible disadvantages:

- *One may not like to work evenings and weekends.*
- *There is little time to phone friends.*
- *There is less leisure time.*
- *One has to follow orders.*
- *One must conform to rules.*

5. List no fewer than five aspects of development that bring about a higher standard of living.

Here are five beneficial aspects. No doubt students have thought of others.

- *adequate food*
- *employment*
- *education*
- *good health care*
- *good housing*

6. Examine the photos and graphics on the preceding pages.

- a. List three advantages of development.

These are some advantages of development:

- *satisfaction of wants*
- *presence of family*
- *availability of consumer goods*
- *high standard of living*

- b. List three disadvantages of development.

These are some disadvantages of development:

- *air pollution*
- *deforestation*
- *water pollution*
- *garbage*
- *overcrowding*

Section 2: Follow-up Activities

Extra Help

1. The standard of living is determined by the level of development.
2. Development is the result of many factors. List three of them.

Here are three factors, though there are others:

- *improvement of education*
- *development of human and natural resources*
- *assistance or aid*

3. What is the usual price of development? Answer in a complete sentence.

The price of development includes such things as overcrowding, stress, and pollution.

4. Answers will reflect personal values, but most students will answer as follows:

- a. You have seen that there are three levels of development: subsistence, transitional, and commercial. If you had to make a choice, which level would you say makes for a better quality of life?

commercial

- b. List two reasons for choosing this level.

Reasons for choosing the commercial level include the following:

- *high income*
- *consumer goods*
- *leisure time*
- *ability to buy much of what one wants*

Enrichment

Examine the preceding pictures and indicate **how** the choices to learn to read and to acquire the other skills shown in the photographs, improve quality of life. Answer in a paragraph, but be specific.

The paragraph should refer to specific skills and activities shown in the photographs. In the answer, students should also have made clear how these things improve quality of life.

Section 2: Assignment

CUSO (Canadian University Service Overseas) is an agency of workers that provides help to less-developed areas of the world.

Imagine that you are a CUSO worker in Egypt. You have worked for two years in a small village training young people like yourself on how to use and repair cultivators. The cultivators were used to speed up the tilling of the soil on the small farms along the banks of the Nile River.

This training project was accepted by the village elders as being useful:

- It would give the farmers of the village the opportunity to have two crops of vegetables rather than one.
- It would diminish hard and long hours of work.
- The people of the village would have the time to do other activities.

When you complete your project and before you return to Canada you must write a report and forward it to the Canadian Embassy in Cairo, Egypt.

You must describe in your report what you have done and indicate how the project in which you were involved has improved the quality of life of the people in the village.

The proper form is provided for the final draft of your letter.

Students should indicate their names and identify the person (a fictional name) to whom they are writing.

In the bodies of their memos, students may describe the village, the people, and the physical environment in which they find themselves. A big description of how local farmers were trained in the assembling and the repairing of cultivators might be included. Reports should include a description of tilling practices before the introduction of the cultivator. There may be a short description of tilling done by men and women with primitive hoes.

Students should describe how cultivating has improved farming. Now, less human labour is involved; more land is being prepared for crops in less time; better crops are being grown as a result of more efficient tilling. Students should indicate how, as a result of this project, the people have more time to themselves and their families; they have more food and a more varied diet. As a result of the project, children can go to the local school and acquire educational skills. Women are now free to take care of the households if they so choose rather than working alongside their husbands on the farm plots.

Students should conclude by indicating the success of the project.

Section 3: Strategies for the Future

Key Concepts

- strategies for development
- problem-solving models

Improvement of the quality of life is the objective of people in any region. Economic development is usually the objective of less-developed regions. To be effective, economic development must fit into the social, political, and cultural framework of the region seeking development. Strategies or plans are necessary to know what objectives to reach.

To encourage the student to use the problem-solving model, Activity 1 is to be completed by personalizing the inquiry method.

Teaching Suggestions

The following activities may help to enhance the concepts discussed in this section:

- You could present a simple problem and have the students brainstorm for a solution. Does the discussion get a little wild?
 - Impress on the students that there are logical steps that can be used to solve problems.
- Use a road map of Alberta and have the students plot a route from their home to Calgary or Edmonton.
 - Have them list the towns they will pass through.

Section 3: Activity 1

1. To help you out, one possible solution has been included. Suggest three more.

There are many solutions. Here are possible suggestions:

- *Buy a motorcycle.*
- *Take the bus.*
- *Get a bike.*
- *Buy a car.*

2. In the chart that follows, advantages and disadvantages for purchasing a motorcycle are given. Complete the chart for your other three solutions.

Answers to Question 1. will determine the answer here. What follows is based on the possible answers that have been suggested.

Solutions	Advantages	Disadvantages
• motorcycle	<ul style="list-style-type: none"> • I could afford the payments. • It would be easy on gas. • One can show responsibility. 	<ul style="list-style-type: none"> • It is impractical in winter. • It is rather dangerous. • One has to change clothes. • Only two people can ride.
• bus	<ul style="list-style-type: none"> • Busses are convenient. • Busses are not expensive. • The bus stop is close. • One meets people. 	<ul style="list-style-type: none"> • Busses take too long. • Bus fares are going up. • It gets cold in winter. • Schedules are bad.
• bike	<ul style="list-style-type: none"> • Bikes are not expensive. • Bikes are easily parked. • The exercise is healthy. 	<ul style="list-style-type: none"> • One gets wet in the rain. • Bikes are dangerous in traffic. • In winter, bikes are useless. • Helmets mess the hair. • One has to change clothes.
• car	<ul style="list-style-type: none"> • It is rapid and convenient. • It can be used year round. • One can finance the car. • Dad will lend money. • The car will give prestige. 	<ul style="list-style-type: none"> • The car is too expensive. • Wages are too low. • School work will deteriorate. • Insurance is expensive.

3. Now that you have looked at the advantages and disadvantages of the various modes of transportation, make your choice by ranking them in order of preference. For example if you choose the bus, put it first.

Choices here will be personal.

4. Now that you have made your choice, explain how the quality of your life is going to be improved.

Is the student's explanation clear and honest? Does it refer to quality of life?

Section 3: Activity 2

1. Having read this short comment, refer back to Activity 1 of this section and develop three more possible solutions of your own.

Answers here will be personal. Here are three possible solutions:

- *In less-developed countries like El Salvador, land can be redistributed to improve quality of life.*
 - *Developed countries can help poor countries through direct aid and investment.*
 - *Education and skill training can lead to an improved quality of life in poorer nations.*
2. If you have access to library facilities, research your three remaining proposed solutions. Record the information you discover in the spaces provided. Use your own paper if you require more room.

What students discover in the process of researching will depend upon their proposed solutions and facilities. As they researched, did they feel more or less confident about the merits of each suggested solution?

3. After studying the following material, You will be asked to present a more detailed description of what each suggested solution involves.

Suggestion #1: Changes in land distribution can improve quality of life.

- In many less-developed countries of the world, farmland is controlled by a few rich people. This is especially common in many countries of Central and South America.
- In El Salvador 4 percent of the landowners control 60 percent of the farmland.
 - Large sugar and cotton plantations are controlled by a few wealthy families. No effort was made to redistribute land until 1980.
 - Some progress is now being made to make farmland available to landless peasants.
 - Peasants who cultivate their own land might be able to supply their own food requirements.

El Salvador



- El Salvador has large areas of good farmland. The biggest crop is corn, followed by sugar, coffee, and cotton. Other crops, like rice and beans, are also cultivated. If the government were to increase the redistribution of land to more people, a better quality of life and an improvement to the standard of living might result because of the increased production of food crops.
- a. Now that you have read this material, present a more detailed description of the proposal presented in Suggestion #1. How can changes in land distribution improve quality of life?

Land could be taken out of the hands of the few wealthy people who control it in countries like El Salvador. If redistributed to peasant families, more food crops, rather than crops meant for export, could be grown. Thus, the produce from the land would go directly to benefit the people rather than line the pockets of rich landowners. People would start to take pride in their farms, and quality of life would improve.

- b. Now that you have read this material, present a more detailed description of the proposal given in Suggestion #2. What will be the results of foreign investment and aid?

If wealthy countries invested more in poorer nations, resources could be developed and skills could be learned that would benefit both parties.

Through bilateral and multilateral aid programmes, developed nations could share their expertise and their wealth with poorer nations.

By enriching the world's poor nations, developed nations could ultimately help themselves as well. They would create new trading partners and new markets for their manufactured goods.

- c. Now that you have read this material, present a more detailed description of the proposal given in Suggestion #3. What will be the result of better education?

If educational and skill levels could be raised in Third World countries, people there could help themselves and become less dependent on other countries. They could develop secondary and tertiary industries, and move away from subsistence farming. The skilled labour force could exist to make their nations self-sufficient and competitive.

4. In a paragraph, present a proposal on how quality of life may be improved for people worldwide in the years ahead. Defend your ideas by referring to what you discovered in Step 3 (either from your own research or from the research notes provided for you).

Answers here will be personal. Use the following as a guide.

Changes in government may be used as a strategy to bring about a better quality of life. At a country's level, the Cuban revolution improved the quality of life through modernization, better diet, and much improved educational standards. The EC in Europe has improved the quality of life of Europeans through the elimination of national barriers and the creation of more understanding and cooperation among the member countries. The United Nations as a global government improved the quality of life by preventing conflicts through dialogue and cooperation.

Land redistribution can improve quality of life by allowing farmers to own their own land and produce their food needs.

Foreign investment and foreign aid can provide poor countries with the opportunity to develop their own resources.

Quality of life improves considerably through education and skill development.

Section 3: Activity 3

1. Now that you have learned that development is more than the satisfaction of material wants, answer this question: What do you value in life in addition to having money?

Answers will be personal, but will probably involve having a good quality of life.

2. *Here are suggestions; students' ideas may differ slightly.*

- a. How is quality of life affected by strategies of economic development? State one positive aspect.

One positive aspect is that economic well-being can be created.

- b. How is quality of life affected by strategies of economic development? State one negative aspect.

One negative aspect is that there can be a loss of traditional values.

Section 3: Follow-up Activities

Extra Help

1. How did the revolution in Cuba affect the lives of the Cuban people?

The following ideas may be included in student answers:

- a. Indicate the positive aspects of the revolution.

Positive aspects include the following:

- *modernization*
- *literacy and schooling*
- *a better diet*
- *a public health system*

- b. Indicate the negative aspects of the revolution:

Negative aspects include the following:

- *dictatorship*
- *a lack of respect for human rights*
- *the jailing of people for opposing the government*

2. List three other strategies that may be considered effective in improving quality of life.

Three other strategies include the following:

- *foreign investment*
- *foreign aid*
- *education*

3. Indicate the two aspects of development.

Two aspects of development include the following:

- *the economic aspect – employment, better wages*
- *human aspect – the keeping of customs, traditions, and values*

Enrichment

This activity will give you an opportunity to better understand the concept that the quality of life of people is affected by the strategies they adopt.

Suppose you are a young adult living in Egypt. You live with your family in a small village and you are very poor. Your village has little food, poor housing, unsafe water, and very poor overall living conditions.

You decide to write a letter to CIDA (Canadian International Development Agency) in Canada to request aid that would improve the quality of life in your village. Write your letter in the space provided.

Suggestions:

- Give your address and the date.
- Identify yourself.
- Make a list of priorities (most important things) that need to be done in your village to improve the quality of life.
- Close the letter by thanking CIDA.
- Sign your letter.

Letters should include the following:

- *the student's address*
- *the date*
- *a clear description of the types of help the village needs, for example:*
 - *a water project to make it safe*
 - *training in farming*
 - *a school with a teacher*
- *the student's name*

*Students may have listed any other projects that would improve the quality of life.
Does the letter sound sincere and genuine?*

Section 3: Assignment

1. List two things that should be examined before developing a strategy of economic development for a country.

Students may list any two of the following:

- *skills*
- *natural resources*
- *goals*
- *traditions and customs*
- *values*

2. What strategies of economic development may be used to improve quality of life? Indicate two such strategies and tell how each will improve quality of life.

Students may suggest such strategies as these:

- *foreign aid*
- *foreign investment*
- *changes in government*
- *changes in land ownership*

Accept any reasonable suggestion, but be sure students explain how the strategies they suggest will improve quality of life, e.g., by increasing employment, by improving diets, by redistributing profits, and so on.

3. In point form, list six factors that make your life a good one – i.e., that give you a good quality of life. Briefly explain how your quality of life is improved by each factor.

The factors students choose to list here will be personal, but be sure they are reasonable. Instructors should use their judgement in accepting or rejecting answers. Here is a list of the sort of answers that might be expected:

- *good housing*
- *good food*
- *friends*
- *going out with friends*
- *being able to go to school*
- *educational opportunities: universities, colleges, training centres*
- *clean environment*
- *opportunity for good jobs*
- *safety in the community*
- *going on holidays*
- *support from family members*
- *having access to a car*
- *going dancing*

Final Module Assignment

Suppose you are a young adult who has just graduated as a teacher. Your background is in farming. You know many things about farming: crops, irrigation, fertilizers, animal husbandry, and so on. You also know about the farm chores: cleaning the stables, tending the animals, repairing the equipment, and improvising to solve special problems.

You have decided to take a job as a teacher in a small village in Kenya, Africa. You are going to be paid by CIDA (Canadian International Development Agency) and you will be given a living allowance by the government of Kenya. The contract is for five years.

You have arrived in Nairobi, the capital city of Kenya, where you are briefed by the Canadian Embassy officer about your assignment: teaching in a village of a thousand people five hundred kilometres away. You pack your belongings and leave for your destination.

One Month Later

You have been in the village for a month and you have been able to make the following assessments:

- Most of the people of the village cannot read or write.
- There is a schoolhouse but only half the children attend classes.
- The village is at the bottom of a hill by a river. Drinking water is taken from the river, and most people get sick from it. Typhoid is very common.
- The plain by the river is green with vegetation. The soil is rich.
- At the top of the hill there is a spring which empties water into the river below. The spring is 2.8 kilometres away.
- The hill is ideal for grazing, and on the east side there are fruit trees.
- There are goats, sheep, and a few water buffalo.

Now that you have a good understanding of the human and physical environment in the village, develop a plan of economic development. Ask yourself some of the questions that follow before you indicate in your plans when and how you will develop the available resources.

Examples of questions:

- What is the most urgent need in the village?
- What are the priorities?
- What resources should be developed first?
- How can the available resources be developed?

Remember that you have your own resources too, to help you out. To refresh your memory go back and review the first paragraph of instructions for this assignment.

Now that you know what to do, call your assignment **The Five-Year Plan**.

The Five-Year Plan

The answers given here are suggestions only. Instructors should consider students' answers and judge whether or not they are reasonable. The explanations given in part c. of the first five questions are especially important.

1. Year One

- a. Name the most urgent problem needing to be solved in order to improve the quality of life in the village.

clean water

- b. List available resources that could help solve the problem.

spring at top of hill

- c. Explain your plan for developing the resources to solve the problem. Write a short paragraph of about half a page.

Students may suggest various methods to bring clean water to the village. One method may be a pipeline built with locally manufactured clay pipes. The water could then be brought to the centre of the village.

2. Year Two

- a. Name the second most urgent problem needing to be solved in order to improve the quality of life in the village.

schooling – education

- b. List available resources that could help solve the problem.

teacher – schoolhouse – children

- c. Explain your plan for developing the resources to solve the problem. Write a short paragraph of about half a page.

Students should be able to develop an educational plan that could include points such as these:

- *A teacher is now available.*
- *Resources can be supplied through a friend in Canada.*
- *Sports can be included to attract students.*

3. Year Three

- a. Name the third most urgent problem needing to be solved in order to improve the quality of life in the village.

food shortage

- b. List available resources that could help solve the problem.

- *fertile land*
- *farming skills of the village people*

- c. Explain your plan for developing the resources to solve the problem. Write a short paragraph of about half a page.

With the help of the people, the land can be cleared and farmed. Various crops may be cultivated. People can be instructed in agricultural techniques appropriate to their situation.

4. Year Four

- a. Name the fourth most urgent problem needing to be solved in order to improve the quality of life in the village.

lack of meat, milk, and milk products

- b. List available resources that could help solve the problem.

grazing land

- c. Explain your plan for developing the resources to solve the problem. Write a short paragraph of about half a page.

Animals such as goats, sheep, and buffalo may be raised on the grazing pastures available. Through good husbandry, the herds increase and provide the needed products.

5. Year Five

- a. Name the fifth most urgent problem needing to be solved in order to improve the quality of life in the village.

lack of fruits available year round

- b. List available resources that could help solve the problem.

fruit trees

- c. Explain your plan for developing the resources to solve the problem. Write a short paragraph of about half a page.

To make fresh fruit available, the existing fruit trees can be cultivated properly to produce variety and quantity required. Different varieties of fruit trees may be introduced to increase the variety of fruits available. Fruits may be dried for use during the off-season.

6. Now that you have completed the term of your contract and implemented the five year plan of development, indicate how the quality of life in the village has been improved. List as many points as possible, but no fewer than ten.

You may answer this question in point form, but be sure that your explanations are clear.

Results of the five-year plan (how quality of life has improved) include the following:

- *People drink clean water.*
- *There has been a sharp decline in typhoid.*
- *Children and adults are healthier.*
- *More children come to school regularly.*
- *With the cultivation of land, more farm products are available.*
- *Food supply is now adequate.*
- *Meat, milk, and cheese are available in good quantities.*
- *Many types of fresh and dry fruits are now available.*
- *People are generally happy and have the opportunity to enjoy their family and their community while keeping their traditions and values.*

Remember, the preceding list is only a sample of what to expect from students' answers. Mark according to how appropriate the suggested improvements are and how likely it is that they could have been achieved.

Final Test

There are two copies of the final test: the teacher's copy which includes a marking guide, and the student's copy which is perforated and designed for photocopying and possible faxing.

Note:

The student's copy and the teacher's copy of this final test should be kept secure by the teacher. Students should not have access to this test until it is assigned in a supervised situation. The answers should be stored securely and retained by the teacher at all times.

SOCIAL STUDIES 23

FINAL TEST

GENERAL INSTRUCTIONS

YOU HAVE 2 HOURS TO COMPLETE THIS EXAMINATION. BUDGET YOUR TIME CAREFULLY.

PART A consists of multiple-choice questions worth 70 percent of the total mark.

PART B consists of the written-response section worth 30 percent of the total mark.

IT IS RECOMMENDED THAT YOU READ THE WRITTEN-RESPONSE QUESTIONS IN PART B BEFORE BEGINNING THE EXAMINATION. IDEAS APPEARING IN THE MULTIPLE-CHOICE QUESTIONS MAY ASSIST YOU IN THE SHORT-ANSWER QUESTIONS.

Value

PART A: MULTIPLE CHOICE

70

All multiple-choice questions must be answered on the Part A Response Page included in your test.

Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate the question number on the Response Page and place the appropriate letter in the space provided.

Example:

The capital city of Canada is

Response Page

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

 C 1.

 D 1. In prerevolutionary France which of the following groups proved to be the least reactionary?

- A. the nobles
- B. the upper clergy
- C. the Second Estate
- D. the Third Estate

 B 2. Loyalty and devotion to one's country is known as

- A. liberalism
- B. nationalism
- C. conservatism
- D. imperialism

 A 3. The arms race prior to the outbreak of World War I was largely between

- A. Germany and Britain
- B. Britain and France
- C. Japan and Russia
- D. Italy and Austria-Hungary

- C 4. Because the Jews had been denied a homeland for so long many people in Israel became great supporters of
- A. trade
 - B. colonialism
 - C. sovereignty
 - D. tradition
- D 5. "The desire of people of common origin, language, and culture is to come together within the boundaries of a single state." This quotation represents
- A. imperialism
 - B. expressionism
 - C. the desire for recognition
 - D. nationalism
- C 6. Before World War I began, many of the nations of Europe were in competition for colonies in Africa. This is an example of
- A. nationalism
 - B. self-determination
 - C. imperialism
 - D. sovereignty
- D 7. Which of the following was **NOT** a cause of World War I?
- A. the assassination of Archduke Franz Ferdinand of Austria in 1914
 - B. the desires of different national groups within the Austro-Hungarian Empire to create nations of their own
 - C. the system of alliances created by the countries of Europe prior to 1914
 - D. British and French rivalry
- B 8. This was a system in which a small minority of the people (nobility and clergy) had virtually all of the rights, whereas the common people (chiefly peasants) had most of the duties.
- A. imperialism
 - B. feudalism
 - C. colonialism
 - D. tradition

- C 9. All of the following contributed to the French Revolution. Which one could be considered the most direct cause?
- A. New ideas, spread by philosophers, increased people's desire for change.
 - B. The economy of France was heavily in debt.
 - C. The Estates-General was called in an attempt to raise money.
 - D. A middle class grew up who were wealthy, educated, and who wanted a higher position in society.
- A 10. The Triple Entente consisted of
- A. Great Britain, France, and Russia
 - B. Austria-Hungary, Germany, and Italy
 - C. Austria-Hungary, Germany, and Russia
 - D. Great Britain, France, and Italy
- C 11. Which statement about feudal England is true?
- A. The lord of the manor did not perform any services for the serfs.
 - B. The feudal system developed because there was a lot of money available.
 - C. The gentry were the middle class.
 - D. A serf and a peasant had the same rights.
- A 12. Which statement about feudal England is false?
- A. The lord of the manor did not perform any services for the serfs.
 - B. The feudal system developed because money was scarce.
 - C. The feudal system amounted to exchanging services.
 - D. When the serfs repaired the lord's roads and castles, they were paying a form of taxes.
- A 13. The class in Canada that is closest to that of the landed nobility in feudal England is
- A. the upper class
 - B. the middle class
 - C. the lower class
 - D. the working class

- E 14. Which of the following statements about South Korea is false?
- A. South Korean electronic products are cutting into traditional American and Japanese markets.
 - B. South Korea's shipbuilding industry is growing, while Japan's shipbuilding industry is shrinking.
 - C. South Korea has the fastest-growing economy in the world.
 - D. A higher percentage of students graduate from applied science programs in South Korea than in the United States.
 - E. Rapid industrialization and economic growth in South Korea have given South Koreans one of the highest standards of living in the world.
- D 15. The use of science for a practical purpose is known as
- A. industrialization
 - B. urbanization
 - C. laissez-faire
 - D. technology
- D 16. Which of the following is an example of a recently industrialized country?
- A. Canada
 - B. Great Britain
 - C. Japan
 - D. Korea
- D 17. A belief system that holds that people will be better-off financially where there is little government control and that people should have a lot of personal freedom is
- A. socialism
 - B. communism
 - C. conservatism
 - D. laissez-faire
- B 18. Ken believes that a society where everybody shares equally from Canada's wealth will be created by a bloody revolution. His beliefs are closest to the _____ political philosophy.
- A. socialist
 - B. communist
 - C. conservative
 - D. liberal

- D 19. Which statement is true?
- A. Liberalism, as a political philosophy, grew out of socialism.
 - B. Both socialism and communism advocate a violent overthrow of the existing economic system.
 - C. Socialism and liberalism both promote public ownership of land, factories, and natural resources.
 - D. Conservatism became popular because people feared the blood and violence of the French Revolution.
- A 20. A Canadian who feels that Canada has the best culture could be classified as
- A. a nationalist
 - B. a colonialist
 - C. an imperialist
 - D. a tribalist
 - E. a communist
- B 21. Of the following governing bodies in revolutionary France, the most radical was the
- A. Directorate
 - B. National Assembly
 - C. Legislative Assembly
 - D. National Convention
- B 22. The most hated tax in prerevolutionary France was the
- A. land tax
 - B. Gabelle – the salt tax
 - C. property tax
 - D. royal treasury tax
- B 23. Montesquieu admired the British system of government because, compared to the French system, it
- A. gave power to ordinary people
 - B. led to a balance of power among government branches
 - C. was based on a stronger constitution
 - D. avoided heavy taxation

- B 24. Which one of the following rankings from least important to most important in feudal society is correct?
- | | |
|------------|------------|
| A. peasant | B. freeman |
| king | lord |
| baron | king |
| C. earl | D. soldier |
| bishop | knight |
| monk | armourer |
- B 25. Egalitarianism refers to
- A. everyone's being politically equal
 - B. an equitable, or fair, ordering of society and a greater sharing of its resources
 - C. the holding of all wealth and property by the state
 - D. the takeover of the state by the lower classes
- D 26. A yardstick for identifying social class is
- A. income
 - B. ownership of wealth
 - C. ownership of property
 - D. all of the above
- D 27. A way to investigate social structure is to divide society into
- A. male and female
 - B. rich and poor
 - C. religious and secular (nonreligious) groups
 - D. social classes
- C 28. Ideology is best defined as
- A. ideas people have about wealth
 - B. revolutionary ideas
 - C. a manner of thinking that characterizes a nation, culture, or individual
 - D. the study of ideas

- B 29. The idea of **progress** – of thinking of history as the old giving way to the new – is
- A. about one century old
 - B. about five centuries old
 - C. as old as humanity
 - D. two or three centuries old
- C 30. In the early stages of the French Revolution the National Assembly wanted
- A. to end the monarchy immediately
 - B. to retain the monarchy
 - C. to end the monarchy gradually
 - D. Louis XVI to abdicate, but wished to retain the monarchy
- C 31. Canada has 2.5 murders per 100 000 people. It also has 14.8 suicides per 100 000 people. Therefore, even in a society where many consider both the standard of living and quality of life to be very good, there is some dissatisfaction with some aspects of an industrialized society. Which of the following is **NOT** likely to be considered to be a point of dissatisfaction with many people in Canada?
- A. stress
 - B. pollution
 - C. population density
 - D. fast pace of life
- C 32. In the article *Body Ritual Among the Nacirema*, the Nacirema is a primitive group that lives in
- A. Asia
 - B. Africa
 - C. North America
 - D. Europe
- C 33. Japanese patriotism and incredible loyalty stem from the ancestor worship and worship of the emperor called
- A. Islam
 - B. Semitism
 - C. Shintoism
 - D. Buddhism

B 34. Consider these customs:

- Men wore wigs in the sixteenth and seventeenth centuries in Europe.
- An Arab woman hides her face with a veil.
- Some Hindu men in India wear turbans to keep their hair clean.
- Before the missionaries went to the Pacific Islands, most people there wore very little.

Although you may consider some of these practices to be unusual, they may not be. That's because those who practise them have a different _____ from yours.

- A. value system
- B. perspective
- C. standard of living
- D. quality of life

 C 35. Which of the following matchups is correct?

- A. Muslims and Jews consider pork an important part of their diet.
- B. The Australian Aborigines reject pork for religious reasons.
- C. The French often enjoy horsemeat.
- D. The Hindus raise excellent beef cattle.

 C 36. Which of the following demographic statistics about Ethiopians has the least impact on their economy?

- A. birthrate of 49.8
- B. death rate of 25.2
- C. seventy ethnic groups that speak seventy languages
- D. life expectancy of 39.1

 A 37. A concert was held in both London, England, and Philadelphia, U.S.A., in July 1985 to help relieve the famine and drought occurring in Ethiopia. It was called

- A. Live Aid
- B. Band Aid
- C. Tears are Not Enough
- D. Farm Aid

- C 38. Life expectancy in the Third World is most affected by
- A. literacy
 - B. employment
 - C. food and nutrition
 - D. GNP
- C 39. If a government dictates whether anyone other than itself will be allowed to sell products and own resources, that government especially emphasizes
- A. private enterprise
 - B. mixed economy
 - C. public enterprise
 - D. capitalism
- D 40. Some of the poorer nations of the world have a combination of
- A. low food supply and low population increase
 - B. high food supply and high population increase
 - C. high food supply and low population increase
 - D. low food supply and high population increase
- D 41. Which one of the following terms does not belong with the other three?
- A. command economy
 - B. public enterprise
 - C. Cuba
 - D. United Kingdom
- B 42. The North-South split, although a modern way of looking at the differences between the prosperous nations and the poorer nations, has been around for many years in one form or another. All of the following except one are an example of the North-South division. Which is the exception?
- A. the colonial experience of the European nations
 - B. the influence of the major military alliances
 - C. the activities of large multinational companies
 - D. the importing of raw materials from the poorer countries to be refined in the wealthier nations

- D 43. Three solutions have been advanced to help solve the problems of Third World debt. All of the following are proposed solutions except one. Which is the exception?
- A. Banks should simply write off or forgive a portion of the total loans.
 - B. Loans should be traded for pollution reductions.
 - C. Developed countries should set aside a certain percentage of their GNP to give in the form of aid.
 - D. A portion of the debtor nation's industries should be sold to help pay the loan.
- C 44. All but one of the following are examples of people engaged in tertiary economic activity. Identify the exception.
- A. bankers
 - B. electricians
 - C. trappers
 - D. hairdressers
- D 45. We use Per Capita Gross National Product to
- A. measure a country's total production as compared to that of other nations
 - B. prove that one economic system is superior to another
 - C. find which nation has the best quality of life
 - D. determine the average output per person in one country as compared to other countries
- A 46. The societal factor that **least** affects quality of life is
- A. military conscription
 - B. natural resources
 - C. levels of education
 - D. average income
- C 47. Infant mortality refers to the number of children who
- A. do not become teenagers
 - B. do not make it to their fifth year
 - C. die within a year of birth
 - D. none of the above

- D 48. Middle latitude refers to those areas that
- A. are at the far north and south on the earth
 - B. are close to the equator
 - C. receive very little precipitation
 - D. are found between the tropics and the polar regions
- C 49. When thinking about needs, we are referring to
- A. our wishes or desires
 - B. those things without which our lives would be less fun
 - C. those things necessary to keep us alive
 - D. those things we would purchase if we had enough money
- B 50. What generalization can be made when comparing birth and death rates for developed and developing countries?
- A. Birthrates and death rates have dropped for both groups of countries.
 - B. The difference between birthrates and death rates is much smaller in developed countries than in developing countries.
 - C. Birthrates have increased and death rates have dropped for both groups of countries.
 - D. None of the above
- C 51. In the year 2000, the largest cities in the world will generally be found in
- A. Africa
 - B. Australia
 - C. Asia
 - D. North America
- A 52. The greenhouse effect
- A. is due to a buildup of CO₂
 - B. means the world will be pleasantly tropical
 - C. is not connected to the ozone problem in any way
 - D. will stop when deforestation has increased

- C 53. Ecological balance
- A. is found in desertification
 - B. is enhanced by chlorofluorocarbons
 - C. can be found in the desert pancakes
 - D. is opposite in meaning to resource renewal
- D 54. The ozone layer
- A. has thinned so that there is a hole over much of Australia
 - B. can be restored by using CFCs
 - C. may cause damage to muscle tissue if it continues to deteriorate
 - D. may damage the immune system if it continues to deteriorate
- B 55. Present population trends for Canada indicate that
- A. birthrates are high
 - B. the population is getting older
 - C. death rates are high
 - D. there is a decrease in population
- A 56. The global village concept means that
- A. we are all quite interdependent
 - B. we are becoming more rural
 - C. immigration is at a standstill
 - D. we have a market-garden economy
- C 57. Large sprawling cities
- A. follow orderly growth patterns
 - B. almost always provide a high quality of life for their citizens
 - C. are often hampered by problems of inadequate services
 - D. have many squatters who are a tremendous boost to the economy
- D 58. Communication networks
- A. uphold our traditional values
 - B. are extremely precise and accurate
 - C. indicate that computers are one way to ensure privacy
 - D. can help support agriculture and health-care systems in many countries

- B 59. Self-care suggests that
- A. we can no longer count on the medical system
 - B. we can keep fit through exercise and a balanced diet
 - C. the AIDS virus can be controlled through nutrition
 - D. passive smoking is relatively safe
- D 60. Foreign debt
- A. seems to be under control now
 - B. leads to good markets for products in the Third World
 - C. will be settled when easy-to-pay interest charges are repaid
 - D. can be linked to shortages of food in some countries
- A 61. In less-developed and developing countries lack of education
- A. prevents most women from participating in the life of the community
 - B. has no bearing in the development of natural resources
 - C. is not related to the understanding of the environment
 - D. is a relatively insignificant problem
- A 62. Foreign investment is a very effective way to
- A. increase the rate of economic development
 - B. control pollution in subsistence economies
 - C. provide people in poor countries with a good economic system
 - D. decrease pollution when resources are developed
- B 63. An example of government-to-government aid is
- A. help given in exchange for political control
 - B. help given to develop resources in exchange for the purchase of machinery from the helping country
 - C. money provided at a very high rate of interest
 - D. the facilitation of small projects in less-developed countries
- B 64. Which one of the following features is found in countries with transitional levels of development?
- A. widespread poverty
 - B. some commercial development
 - C. good educational systems
 - D. authoritarian forms of government

- A 65. Land redistribution and land reform may improve the quality of life. In El Salvador most of the agricultural land is owned by
- A. 4 percent of the population
 - B. 30 percent of the population
 - C. 10 percent of the population
 - D. all the people that cultivate it
- B 66. Sudan has a level of development which may be considered to be
- A. transitional
 - B. subsistence
 - C. transitional-commercial
 - D. industrial
- A 67. The European Community may be used as an example of
- A. cooperation rather than competition
 - B. a transitional level of development
 - C. the strength that national interests may have
 - D. conflict and confrontation
- B 68. Regions with minimal development cultivate mainly
- A. rotating crops
 - B. staple crops and animals
 - C. vegetables for seasonal consumption
 - D. animals
- C 69. Quality of life may be improved by changes in government. In Cuba the change in government in 1959 improved people's quality of life because
- A. poverty was eliminated
 - B. people had freedom
 - C. the country started some modernization
 - D. a communist dictatorship was established and all the problems were solved

- A 70. The most important factor that must be taken into consideration in the development of resources is
- A. people
 - B. income
 - C. environment
 - D. education

Rough Work

(Marks will not be given for work done on this page.)

PART A: RESPONSE PAGE

<u>D</u>	1.	<u>D</u>	15.	<u>B</u>	29.	<u>D</u>	43.	<u>C</u>	57.
<u>B</u>	2.	<u>D</u>	16.	<u>C</u>	30.	<u>C</u>	44.	<u>D</u>	58.
<u>A</u>	3.	<u>D</u>	17.	<u>C</u>	31.	<u>D</u>	45.	<u>B</u>	59.
<u>C</u>	4.	<u>B</u>	18.	<u>C</u>	32.	<u>A</u>	46.	<u>D</u>	60.
<u>D</u>	5.	<u>D</u>	19.	<u>C</u>	33.	<u>C</u>	47.	<u>A</u>	61.
<u>C</u>	6.	<u>A</u>	20.	<u>B</u>	34.	<u>D</u>	48.	<u>A</u>	62.
<u>D</u>	7.	<u>B</u>	21.	<u>C</u>	35.	<u>C</u>	49.	<u>B</u>	63.
<u>B</u>	8.	<u>B</u>	22.	<u>C</u>	36.	<u>B</u>	50.	<u>B</u>	64.
<u>C</u>	9.	<u>B</u>	23.	<u>A</u>	37.	<u>C</u>	51.	<u>A</u>	65.
<u>A</u>	10.	<u>B</u>	24.	<u>C</u>	38.	<u>A</u>	52.	<u>B</u>	66.
<u>C</u>	11.	<u>B</u>	25.	<u>C</u>	39.	<u>C</u>	53.	<u>A</u>	67.
<u>A</u>	12.	<u>D</u>	26.	<u>D</u>	40.	<u>D</u>	54.	<u>B</u>	68.
<u>A</u>	13.	<u>D</u>	27.	<u>D</u>	41.	<u>B</u>	55.	<u>C</u>	69.
<u>E</u>	14.	<u>C</u>	28.	<u>B</u>	42.	<u>A</u>	56.	<u>A</u>	70.

Value**PART B: WRITTEN RESPONSE**

15 The written response section is composed of short-answer questions worth 30 percent of the total examination mark.

You are required to answer **six** of the following questions: **three** from Topic A and **three** from Topic B.

Be sure to indicate your choices.

Do not choose more than six questions.

Complete each answer in the space provided.

Use a blue or black pen for your written work.

TOPIC A

Answer three of the questions in Topic A.

1. List and briefly describe the principal causes of imperialism.
2. How are the problems faced by England and South Korea during the process of industrialization similar?

PART B: RESPONSE PAGE**TOPIC A**

1. *The main causes of imperialism included the following:*

- ***Economics:***

Industrial countries saw colonies as a way to meet their needs for raw materials and markets as well as a place for the wealthy to invest.

- ***Religion:***

Europeans saw colonies as a place to spread their religion and culture.

- ***Politics:***

Colonies could give a nation control over important sea lanes because of their location.

2. *Workers in both countries faced the following:*

- *changes in lifestyle*
- *a lack of labour laws to protect them*
- *poor working conditions such as poor ventilation, dangerous work, and low wages*
- *air pollution*
- *rapid urbanization*
- *life in shantytowns*

PART B: WRITTEN RESPONSE**TOPIC A (continued)**

3. Is nationalism chiefly a positive or a negative force? In a paragraph state your position, and select one case study to support it.
4. Although he disliked government corruption and tyranny, Voltaire was more afraid of the powers that democracy could bring to the masses.

Explain in a paragraph why Voltaire was afraid of the **powers** of the masses in a democracy.

5. Explain how changes in agriculture in England helped create conditions that encouraged the development of English industry.

PART B: RESPONSE PAGE**TOPIC A****3. *Positive:***

- *It is the force behind the creation of many nations.*
- *It is a unifying force in a nation.*
- *It helps create a sense of togetherness, e.g., Germany or others.*

Negative:

- *It may cause revolution, e.g., France or others.*
 - *It can cause the breakup of a country or empire.*
4. *Voltaire feared how the masses would use the power since they were inexperienced. His ideal form of government was rule by an enlightened despot who safeguarded the basic rights of the individual.*
5. *The enclosure movement forced peasants off the land. They often moved to cities in search of work. Factories made use of these people. The invention of machines for agriculture meant that fewer people were needed on farms. The surplus people supplied labour for English industry.*

Value**PART B: WRITTEN RESPONSE****15****TOPIC B**

Answer any three of the questions in Topic B.

1. Explain the chief factors that affect quality of life.
2. Does living in a technologically advanced industrialized society give one a better quality of life? Defend your position in one paragraph.

PART B: RESPONSE PAGE**TOPIC B**

1. *Quality of life depends on the importance a society places on the following:*

- *beliefs and values*
- *environment*
- *social structure, government policies, and economic strategies*
- *food, health, and literacy*
- *technology and resources*
- *demography (changes in population's birthrates and death rates)*
- *aspirations of people*

2. *Answers will vary.*

Yes: Food is more plentiful, health care is much better, the literacy rate is higher, and the death rate is lower.

No: The environment is often sacrificed to make a larger profit, and the needs of the poor are often sacrificed for the benefit of the rich.

PART B: WRITTEN RESPONSE**TOPIC B (continued)**

3. Do you think that increased cooperation among nations will help to improve one's quality of life? Why or why not?
4. Explain the damage that may occur due to deforestation.
5. Foreign debt indicates how interdependent we are. Explain some of the connections revealed by the foreign debt situation.

PART B: RESPONSE PAGE**TOPIC B**

3. *Answers will vary.*

Cooperation among nations may raise the overall standard of living of the world. It may lower the standard of living of individual nations. What must be sacrificed to raise the standard of living? These sacrifices may actually lower the quality of life.

4. *Answers will vary. The following are suggestions:*

- It decreases the earth's ability to produce oxygen that people need to breathe.*
- It causes a buildup of carbon dioxide that the trees would normally convert to oxygen.*
- This leads to the greenhouse effect, which increases the temperature on the earth.*
- It may greatly change the climate of the earth's regions.*

5. *Answers will vary.*

Industrial countries rely on Third World countries to be markets for their goods. Without loans, the poorer nations cannot afford to buy goods from other countries, but repayment of the loans again cuts into their buying power. To increase living standards, poor countries may choose not to repay loans. Only by developing can they repay the debt, but if they try to repay the debt, they cannot develop. Failure to repay the debt cuts into the economic well-being of the nation from which they borrowed, affecting its ability to make future loans.

SOCIAL STUDIES 23

FINAL TEST

GENERAL INSTRUCTIONS

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Value

PART A: MULTIPLE CHOICE

70

All multiple-choice questions must be answered on the Part A Response Page included in your test.

Read each question carefully and decide which of the choices BEST completes the statement or answers the question. Locate the question number on the Response Page and place the appropriate letter in the space provided.

Example:

The capital city of Canada is

Response Page

- A. Vancouver
- B. Winnipeg
- C. Ottawa
- D. Montreal

 C 1.

1. In prerevolutionary France which of the following groups proved to be the **least** reactionary?
 - A. the nobles
 - B. the upper clergy
 - C. the Second Estate
 - D. the Third Estate

2. Loyalty and devotion to one's country is known as
 - A. liberalism
 - B. nationalism
 - C. conservatism
 - D. imperialism

3. The arms race prior to the outbreak of World War I was largely between
 - A. Germany and Britain
 - B. Britain and France
 - C. Japan and Russia
 - D. Italy and Austria-Hungary

4. Because the Jews had been denied a homeland for so long many people in Israel became great supporters of
 - A. trade
 - B. colonialism
 - C. sovereignty
 - D. tradition

5. "The desire of people of common origin, language, and culture is to come together within the boundaries of a single state." This quotation represents
 - A. imperialism
 - B. expressionism
 - C. the desire for recognition
 - D. nationalism

6. Before World War I began, many of the nations of Europe were in competition for colonies in Africa. This is an example of
 - A. nationalism
 - B. self-determination
 - C. imperialism
 - D. sovereignty

7. Which of the following was **NOT** a cause of World War I?
 - A. the assassination of Archduke Franz Ferdinand of Austria in 1914
 - B. the desires of different national groups within the Austro-Hungarian Empire to create nations of their own
 - C. the system of alliances created by the countries of Europe prior to 1914
 - D. British and French rivalry

8. This was a system in which a small minority of the people (nobility and clergy) had virtually all of the rights, whereas the common people (chiefly peasants) had most of the duties.
 - A. imperialism
 - B. feudalism
 - C. colonialism
 - D. tradition

9. All of the following contributed to the French Revolution. Which one could be considered the most direct cause?
- A. New ideas, spread by philosophers, increased people's desire for change.
 - B. The economy of France was heavily in debt.
 - C. The Estates-General was called in an attempt to raise money.
 - D. A middle class grew up who were wealthy, educated, and who wanted a higher position in society.
10. The Triple Entente consisted of
- A. Great Britain, France, and Russia
 - B. Austria-Hungary, Germany, and Italy
 - C. Austria-Hungary, Germany, and Russia
 - D. Great Britain, France, and Italy
11. Which statement about feudal England is true?
- A. The lord of the manor did not perform any services for the serfs.
 - B. The feudal system developed because there was a lot of money available.
 - C. The gentry were the middle class.
 - D. A serf and a peasant had the same rights.
12. Which statement about feudal England is false?
- A. The lord of the manor did not perform any services for the serfs.
 - B. The feudal system developed because money was scarce.
 - C. The feudal system amounted to exchanging services.
 - D. When the serfs repaired the lord's roads and castles, they were paying a form of taxes.
13. The class in Canada that is closest to that of the landed nobility in feudal England is
- A. the upper class
 - B. the middle class
 - C. the lower class
 - D. the working class

14. Which of the following statements about South Korea is false?
- A. South Korean electronic products are cutting into traditional American and Japanese markets.
 - B. South Korea's shipbuilding industry is growing, while Japan's shipbuilding industry is shrinking.
 - C. South Korea has the fastest-growing economy in the world.
 - D. A higher percentage of students graduate from applied science programs in South Korea than in the United States.
 - E. Rapid industrialization and economic growth in South Korea have given South Koreans one of the highest standards of living in the world.
15. The use of science for a practical purpose is known as
- A. industrialization
 - B. urbanization
 - C. laissez-faire
 - D. technology
16. Which of the following is an example of a recently industrialized country?
- A. Canada
 - B. Great Britain
 - C. Japan
 - D. Korea
17. A belief system that holds that people will be better-off financially where there is little government control and that people should have a lot of personal freedom is
- A. socialism
 - B. communism
 - C. conservatism
 - D. laissez-faire
18. Ken believes that a society where everybody shares equally from Canada's wealth will be created by a bloody revolution. His beliefs are closest to the _____ political philosophy.
- A. socialist
 - B. communist
 - C. conservative
 - D. liberal

19. Which statement is true?
- A. Liberalism, as a political philosophy, grew out of socialism.
 - B. Both socialism and communism advocate a violent overthrow of the existing economic system.
 - C. Socialism and liberalism both promote public ownership of land, factories, and natural resources.
 - D. Conservatism became popular because people feared the blood and violence of the French Revolution.
20. A Canadian who feels that Canada has the best culture could be classified as
- A. a nationalist
 - B. a colonialist
 - C. an imperialist
 - D. a tribalist
 - E. a communist
21. Of the following governing bodies in revolutionary France, the most radical was the
- A. Directorate
 - B. National Assembly
 - C. Legislative Assembly
 - D. National Convention
22. The most hated tax in prerevolutionary France was the
- A. land tax
 - B. Gabelle – the salt tax
 - C. property tax
 - D. royal treasury tax
23. Montesquieu admired the British system of government because, compared to the French system, it
- A. gave power to ordinary people
 - B. led to a balance of power among government branches
 - C. was based on a stronger constitution
 - D. avoided heavy taxation

24. Which one of the following rankings from least important to most important in feudal society is correct?
- | | |
|------------|------------|
| A. peasant | B. freeman |
| king | lord |
| baron | king |
-
- | | |
|---------|------------|
| C. earl | D. soldier |
| bishop | knight |
| monk | armourer |
25. Egalitarianism refers to
- A. everyone's being politically equal
 - B. an equitable, or fair, ordering of society and a greater sharing of its resources
 - C. the holding of all wealth and property by the state
 - D. the takeover of the state by the lower classes
26. A yardstick for identifying social class is
- A. income
 - B. ownership of wealth
 - C. ownership of property
 - D. all of the above
27. A way to investigate social structure is to divide society into
- A. male and female
 - B. rich and poor
 - C. religious and secular (nonreligious) groups
 - D. social classes
28. Ideology is best defined as
- A. ideas people have about wealth
 - B. revolutionary ideas
 - C. a manner of thinking that characterizes a nation, culture, or individual
 - D. the study of ideas

29. The idea of **progress** – of thinking of history as the old giving way to the new – is
- A. about one century old
 - B. about five centuries old
 - C. as old as humanity
 - D. two or three centuries old
30. In the early stages of the French Revolution the National Assembly wanted
- A. to end the monarchy immediately
 - B. to retain the monarchy
 - C. to end the monarchy gradually
 - D. Louis XVI to abdicate, but wished to retain the monarchy
31. Canada has 2.5 murders per 100 000 people. It also has 14.8 suicides per 100 000 people. Therefore, even in a society where many consider both the standard of living and quality of life to be very good, there is some dissatisfaction with some aspects of an industrialized society. Which of the following is **NOT** likely to be considered to be a point of dissatisfaction with many people in Canada?
- A. stress
 - B. pollution
 - C. population density
 - D. fast pace of life
32. In the article *Body Ritual Among the Nacirema*, the Nacirema is a primitive group that lives in
- A. Asia
 - B. Africa
 - C. North America
 - D. Europe
33. Japanese patriotism and incredible loyalty stem from the ancestor worship and worship of the emperor called
- A. Islam
 - B. Semitism
 - C. Shintoism
 - D. Buddhism

34. Consider these customs:

- Men wore wigs in the sixteenth and seventeenth centuries in Europe.
- An Arab woman hides her face with a veil.
- Some Hindu men in India wear turbans to keep their hair clean.
- Before the missionaries went to the Pacific Islands, most people there wore very little.

Although you may consider some of these practices to be unusual, they may not be. That's because those who practise them have a different _____ from yours.

- A. value system
- B. perspective
- C. standard of living
- D. quality of life

35. Which of the following matchups is correct?

- A. Muslims and Jews consider pork an important part of their diet.
- B. The Australian Aborigines reject pork for religious reasons.
- C. The French often enjoy horsemeat.
- D. The Hindus raise excellent beef cattle.

36. Which of the following demographic statistics about Ethiopians has the least impact on their economy?

- A. birthrate of 49.8
- B. death rate of 25.2
- C. seventy ethnic groups that speak seventy languages
- D. life expectancy of 39.1

37. A concert was held in both London, England, and Philadelphia, U.S.A., in July 1985 to help relieve the famine and drought occurring in Ethiopia. It was called

- A. Live Aid
- B. Band Aid
- C. Tears are Not Enough
- D. Farm Aid

38. Life expectancy in the Third World is most affected by
- A. literacy
 - B. employment
 - C. food and nutrition
 - D. GNP
39. If a government dictates whether anyone other than itself will be allowed to sell products and own resources, that government especially emphasizes
- A. private enterprise
 - B. mixed economy
 - C. public enterprise
 - D. capitalism
40. Some of the poorer nations of the world have a combination of
- A. low food supply and low population increase
 - B. high food supply and high population increase
 - C. high food supply and low population increase
 - D. low food supply and high population increase
41. Which one of the following terms does not belong with the other three?
- A. command economy
 - B. public enterprise
 - C. Cuba
 - D. United Kingdom
42. The North-South split, although a modern way of looking at the differences between the prosperous nations and the poorer nations, has been around for many years in one form or another. All of the following except one are an example of the North-South division. Which is the exception?
- A. the colonial experience of the European nations
 - B. the influence of the major military alliances
 - C. the activities of large multinational companies
 - D. the importing of raw materials from the poorer countries to be refined in the wealthier nations

43. Three solutions have been advanced to help solve the problems of Third World debt. All of the following are proposed solutions except one. Which is the exception?
- A. Banks should simply write off or forgive a portion of the total loans.
 - B. Loans should be traded for pollution reductions.
 - C. Developed countries should set aside a certain percentage of their GNP to give in the form of aid.
 - D. A portion of the debtor nation's industries should be sold to help pay the loan.
44. All but one of the following are examples of people engaged in tertiary economic activity. Identify the exception.
- A. bankers
 - B. electricians
 - C. trappers
 - D. hairdressers
45. We use Per Capita Gross National Product to
- A. measure a country's total production as compared to that of other nations
 - B. prove that one economic system is superior to another
 - C. find which nation has the best quality of life
 - D. determine the average output per person in one country as compared to other countries
46. The societal factor that **least** affects quality of life is
- A. military conscription
 - B. natural resources
 - C. levels of education
 - D. average income
47. Infant mortality refers to the number of children who
- A. do not become teenagers
 - B. do not make it to their fifth year
 - C. die within a year of birth
 - D. none of the above

48. Middle latitude refers to those areas that
- A. are at the far north and south on the earth
 - B. are close to the equator
 - C. receive very little precipitation
 - D. are found between the tropics and the polar regions
49. When thinking about needs, we are referring to
- A. our wishes or desires
 - B. those things without which our lives would be less fun
 - C. those things necessary to keep us alive
 - D. those things we would purchase if we had enough money
50. What generalization can be made when comparing birth and death rates for developed and developing countries?
- A. Birthrates and death rates have dropped for both groups of countries.
 - B. The difference between birthrates and death rates is much smaller in developed countries than in developing countries.
 - C. Birthrates have increased and death rates have dropped for both groups of countries.
 - D. None of the above
51. In the year 2000, the largest cities in the world will generally be found in
- A. Africa
 - B. Australia
 - C. Asia
 - D. North America
52. The greenhouse effect
- A. is due to a buildup of CO₂
 - B. means the world will be pleasantly tropical
 - C. is not connected to the ozone problem in any way
 - D. will stop when deforestation has increased

53. Ecological balance
- A. is found in desertification
 - B. is enhanced by chlorofluorocarbons
 - C. can be found in the desert pancakes
 - D. is opposite in meaning to resource renewal
54. The ozone layer
- A. has thinned so that there is a hole over much of Australia
 - B. can be restored by using CFCs
 - C. may cause damage to muscle tissue if it continues to deteriorate
 - D. may damage the immune system if it continues to deteriorate
55. Present population trends for Canada indicate that
- A. birthrates are high
 - B. the population is getting older
 - C. death rates are high
 - D. there is a decrease in population
56. The global village concept means that
- A. we are all quite interdependent
 - B. we are becoming more rural
 - C. immigration is at a standstill
 - D. we have a market-garden economy
57. Large sprawling cities
- A. follow orderly growth patterns
 - B. almost always provide a high quality of life for their citizens
 - C. are often hampered by problems of inadequate services
 - D. have many squatters who are a tremendous boost to the economy
58. Communication networks
- A. uphold our traditional values
 - B. are extremely precise and accurate
 - C. indicate that computers are one way to ensure privacy
 - D. can help support agriculture and health-care systems in many countries

59. Self-care suggests that
- A. we can no longer count on the medical system
 - B. we can keep fit through exercise and a balanced diet
 - C. the AIDS virus can be controlled through nutrition
 - D. passive smoking is relatively safe
60. Foreign debt
- A. seems to be under control now
 - B. leads to good markets for products in the Third World
 - C. will be settled when easy-to-pay interest charges are repaid
 - D. can be linked to shortages of food in some countries
61. In less-developed and developing countries lack of education
- A. prevents most women from participating in the life of the community
 - B. has no bearing in the development of natural resources
 - C. is not related to the understanding of the environment
 - D. is a relatively insignificant problem
62. Foreign investment is a very effective way to
- A. increase the rate of economic development
 - B. control pollution in subsistence economies
 - C. provide people in poor countries with a good economic system
 - D. decrease pollution when resources are developed
63. An example of government-to-government aid is
- A. help given in exchange for political control
 - B. help given to develop resources in exchange for the purchase of machinery from the helping country
 - C. money provided at a very high rate of interest
 - D. the facilitation of small projects in less-developed countries
64. Which one of the following features is found in countries with transitional levels of development?
- A. widespread poverty
 - B. some commercial development
 - C. good educational systems
 - D. authoritarian forms of government

65. Land redistribution and land reform may improve the quality of life. In El Salvador most of the agricultural land is owned by
- A. 4 percent of the population
 - B. 30 percent of the population
 - C. 10 percent of the population
 - D. all the people that cultivate it
66. Sudan has a level of development which may be considered to be
- A. transitional
 - B. subsistence
 - C. transitional-commercial
 - D. industrial
67. The European Community may be used as an example of
- A. cooperation rather than competition
 - B. a transitional level of development
 - C. the strength that national interests may have
 - D. conflict and confrontation
68. Regions with minimal development cultivate mainly
- A. rotating crops
 - B. staple crops and animals
 - C. vegetables for seasonal consumption
 - D. animals
69. Quality of life may be improved by changes in government. In Cuba the change in government in 1959 improved people's quality of life because
- A. poverty was eliminated
 - B. people had freedom
 - C. the country started some modernization
 - D. a communist dictatorship was established and all the problems were solved

70. The most important factor that must be taken into consideration in the development of resources is
- A. people
 - B. income
 - C. environment
 - D. education

Rough Work

(Marks will not be given for work done on this page.)

PART A: RESPONSE PAGE

_____	1.	_____	15.	_____	29.	_____	43.	_____	57.
_____	2.	_____	16.	_____	30.	_____	44.	_____	58.
_____	3.	_____	17.	_____	31.	_____	45.	_____	59.
_____	4.	_____	18.	_____	32.	_____	46.	_____	60.
_____	5.	_____	19.	_____	33.	_____	47.	_____	61.
_____	6.	_____	20.	_____	34.	_____	48.	_____	62.
_____	7.	_____	21.	_____	35.	_____	49.	_____	63.
_____	8.	_____	22.	_____	36.	_____	50.	_____	64.
_____	9.	_____	23.	_____	37.	_____	51.	_____	65.
_____	10.	_____	24.	_____	38.	_____	52.	_____	66.
_____	11.	_____	25.	_____	39.	_____	53.	_____	67.
_____	12.	_____	26.	_____	40.	_____	54.	_____	68.
_____	13.	_____	27.	_____	41.	_____	55.	_____	69.
_____	14.	_____	28.	_____	42.	_____	56.	_____	70.

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

Value**PART B: WRITTEN RESPONSE**

15 The written response section is composed of short-answer questions worth 30 percent of the total examination mark.

You are required to answer **six** of the following questions: **three** from Topic A and **three** from Topic B.

Be sure to indicate your choices.

Do not choose more than six questions.

Complete each answer in the space provided.

Use a blue or black pen for your written work.

TOPIC A

Answer three of the questions in Topic A.

1. List and briefly describe the principal causes of imperialism.
2. How are the problems faced by England and South Korea during the process of industrialization similar?

Date _____

PART B: WRITTEN RESPONSE**TOPIC A (continued)**

3. Is nationalism chiefly a positive or a negative force? In a paragraph state your position, and select one case study to support it.
4. Although he disliked government corruption and tyranny, Voltaire was more afraid of the powers that democracy could bring to the masses.

Explain in a paragraph why Voltaire was afraid of the **powers** of the masses in a democracy.

5. Explain how changes in agriculture in England helped create conditions that encouraged the development of English industry.

PART B: RESPONSE PAGE

TOPIC A

Choice 3 _____

[illegible]

Name of Student _____

Student I.D. # _____

Name of School _____

Date _____

Value

PART B: WRITTEN RESPONSE

15

TOPIC B

Answer any three of the questions in Topic B.

1. Explain the chief factors that affect quality of life.
2. Does living in a technologically advanced industrialized society give one a better quality of life? Defend your position in one paragraph.

Date _____

PART B: WRITTEN RESPONSE

TOPIC B (continued)

3. Do you think that increased cooperation among nations will help to improve one's quality of life? Why or why not?
4. Explain the damage that may occur due to deforestation.
5. Foreign debt indicates how interdependent we are. Explain some of the connections revealed by the foreign debt situation.

PART B: RESPONSE PAGE

TOPIC B

Choice 3 _____

Name of Student _____	Student I.D. # _____
Name of School _____	Date _____

This is a course designed in a new distance-learning format, so we are interested in your responses. Your constructive comments will be greatly appreciated so that a future revision may incorporate any necessary improvements.

TEACHER QUESTIONNAIRE FOR SOCIAL STUDIES 23

Teacher's Name _____ Area of Expertise _____

School Name _____ Date _____

Design

1. The modules follow a definite systematic design. Did you find it easy to follow?

☐ Yes ☐ No If no, explain.

2. Did your observations reveal that the students found the design easy to follow?

☐ Yes ☐ No If no, explain.

3. Did you find the Learning Facilitator's Manual helpful?

☐ Yes ☐ No If no, explain.

4. Part of the design involves stating the objectives in student terms. Do you feel this helped the students understand what they were going to learn?

☐ Yes ☐ No If no, explain.

5. The questions in the Module Booklet are to help clarify and reinforce the instructional materials. The answers were placed in the Learning Facilitator's Manual. Did this design prove helpful?

☐ Yes ☐ No If no, explain.

6. Did the Follow-Up Activities prove to be helpful?

☐ Yes ☐ No If no, explain.

7. Were students motivated to try these Follow-Up Activities?

☐ Yes ☐ No If no, give details.

8. Suggestions for computer and video activities are included in the course. Were your students able to use these activities?

☐ Yes ☐ No Comment on the lines below.

9. Were the assignments appropriate?

☐ Yes ☐ No If no, give details.

10. Did you fax assignments?

☐ Yes ☐ No

11. If you did fax, did you get satisfactory results from using this procedure?

☐ Yes ☐ No If no, give details.

Instruction

1. Did you find the instruction clear?

☐ Yes ☐ No If no, give details.

2. Did your observations reveal that the students found the instruction interesting?

☐ Yes ☐ No If no, give details.

3. Did you find the instruction adequate?

☐ Yes ☐ No If no, give details.

4. Was the reading level appropriate?

☐ Yes ☐ No If no, give details.

5. Was the workload adequate?

☐ Yes ☐ No If no, give details.

6. Was the content accurate and current?

☐ Yes ☐ No If no, give details.

7. Did the content flow consistently and logically?

☐ Yes ☐ No If no, give details.

8. Was the transition between booklets smooth?

☐ Yes ☐ No If no, give details.

9. Was the transition between print and media smooth?

☐ Yes ☐ No If no, give details.

Additional Comments

When you have completed this questionnaire,
please mail it to the following address:

Design Department
Alberta Distance Learning Centre
Box 4000
Barrhead, Alberta
T0G 2P0



Social Studies 23

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